DISCLAIMER

The information contained in Victoria University’s 2008 Faculty of Arts, Education and Human Development Handbook was current at 31 August 2007.

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.
HOW TO USE THIS HANDBOOK

Victoria University’s 2008 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 2008.

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.

**Pre 2005 (AU$)** – cost of the unit of study for students who began their course of study before 1 January 2005 under the Higher Education Contribution Scheme (HECS) or Postgraduate Education Loan Scheme (PELS) arrangements.

**From 2005 (AU$)** – cost of the unit of study for all Commonwealth Supported students who commenced a new course of study on or after 1 January 2005.

**Full Fee (AU$)** – cost of the unit of study for students who do not hold a Commonwealth Supported place.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University’s Faculty of Arts, Education and Human Development in 2008. 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.

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 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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Below are details of courses offered by the School of Communication, Culture and Languages in 2008. 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) (I)**

**Course Code:** ABAC

**Campus:** St Albans

**Course Description and Objectives**

This course is a three-year Bachelor of Communication degree, focusing on Public Relations. It provides an opportunity for students with an interest in communication studies to undertake theoretical and applied studies, which can lead to a career in the broad and expanding field of public relations. Students will acquire knowledge and skills in public relations, different forms of communication in varied formats and settings, professional and communication ethics, professional writing and research skills, management skills as well as developing their skills and knowledge in other relevant areas.

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

**Course Duration**

Three years full-time or part-time equivalent.

**Course Requirements**

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

In addition, students must satisfy the following requirements:
- complete 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:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
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<th>Credit Point</th>
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<td>ACC3045 VIDEO PRODUCTION</td>
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<td>ACC3046 COMMUNICATING WITH RADIO</td>
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<td>0.1250</td>
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<td>Elective</td>
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</tbody>
</table>
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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

BACHELOR OF CREATIVE ARTS INDUSTRIES (I)
Course Code ABAI

Course Description and Objectives
The primary academic rationale 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. It also aims to:

- provide core modules that will combine understanding and experience of industry management with artistic talent and experience;
- to 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;
- to integrate innovative teaching and learning pedagogies;
- to allow students to learn in the workplace, including the opportunity for mentorship work-based learning, and context-specific training situated learning;
- to formalise credentialing of professional arts practice; and
- to integrate theory and practice through experience in a work environment.

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 3
Semester 5
ACI3100 PROFESSIONAL ENGAGEMENT  12  0.1250  1  $510  $637  $1,430
Major 1 Unit 6
Major 1 Unit 7
Sub Major 2 Unit 6
Semester 6
ACI3101 ADVANCED PROFESSIONAL ENGAGEMENT  12  0.1250  1  $510  $637  $1,430
Major 1 Unit 8
Sub Major 2 Unit 7
Sub Major 2 Unit 8
1 x Major specialisation from the following areas (8 units of study)
1 x Sub Major from the following areas (six units of study)

Electives from across all units of study:
• Communication/Media Studies
• Professional Writing Major
• Multimedia
• Business Major
• Visual Arts

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

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION  12  0.1250  1  $510  $637  $1,430
Arts Major Unit 2
Arts Elective
Year 3
ACM3005 INDUSTRY AND EMPLOYMENT CONTENT  12  0.1250  1  $510  $637  $1,430
Arts Major 2 – Unit 3
Arts Major 2 – Unit 4
Arts Major 2 – Unit 5
Arts Major 2 – Unit 6
Arts Major 2 – Unit 7
Arts Major 2 – Unit 8
Arts Elective
Please note that the Arts second major must either be a Communications Studies Major or the Professional Writing Major.

BACHELOR OF ARTS (MULTIMEDIA) (I)
Course Code: ABCM
Campus: St Albans
Course Description
This course is a three year Bachelor of Arts, with a special emphasis on multimedia and other new media. 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:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
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**Career Prospects**

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

**Admission Requirements**

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

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**BACHELOR OF ARTS (PROFESSIONAL WRITING) (I)**

**Course Code:** ABCP

**Campus:** St Albans

**Course Description and Objectives**

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. 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:

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<th>Year 1</th>
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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 (I)

Course Code: ABCS

Campuses: Kuala Lumpur (2nd Year) and Footscray Park/St Albans or Kuala Lumpur (3rd Year)

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

Course Objectives
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 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.

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.

The GPPS at VU is currently undertaking some appraisal of current work and as CMS is looming, some very general feedback would be most appreciated.

GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS)

Campus: City – Flinders Lane
ATCA (Part-time only) Graduate Certificate in Communications (Public Relations)
Completion of four core units of study as directed by course co-ordinator.
AGCA Part-time or Full-time Graduate Diploma in Communications (Public Relations)
Core units are normally available in two-hour blocks in the evening.

Core Units

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Possible Communication Electives

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GRADUATE DIPLOMA IN MULTIMEDIA

Please refer to the description and outlines given for AMMM Master of Arts in Multimedia, as this course forms part of the graduate program.
GRADUATE DIPLOMA IN MODERN LANGUAGES
Course Code: AGXL

Campus: Footscray Park

Course Description
The Graduate Diploma in Modern Languages, is a fee-paying program comprising Spanish, Japanese, Chinese (Mandarin) and Vietnamese languages and is managed by the School of Communication, Culture and Languages within the Faculty of Arts, Education and Human Development. Students undertaking the course are required to complete 6 sequential units over three years, in their chosen language. The course provides in-depth knowledge and skills in the study of the theoretical and practical aspects of language learning. It will also develop in the student increased cultural awareness and further insights for cross-cultural understanding and improved communication. Furthermore, students undertaking the course will benefit from an enhancement of their cognitive abilities, which will take place as their bilingual skills are developed.

Course Objectives
At the conclusion of the course students should:
• have enhanced bilingual skills and cognitive abilities, and be able to derive both personal satisfaction and improved employment opportunities;
• have an improved understanding of the culture and society of the language chosen for particular study, enabling 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.

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</tr>
</tbody>
</table>
Vietnamese

Year 1
ACV1001 BASIC VIETNAMESE A 12 0.1250 1 $510 $637 $1,430
ACV1002 BASIC VIETNAMESE B 12 0.1250 1 $510 $637 $1,430

Years 2 and 3
ACV2001 INTERMEDIATE VIETNAMESE A 12 0.1250 1 $510 $637 $1,430
ACV2002 INTERMEDIATE VIETNAMESE B 12 0.1250 1 $510 $637 $1,430
ACV3001 VIETNAMESE CULTURE AND SOCIETY 12 0.1250 1 $510 $637 $1,430
ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY 12 0.1250 1 $510 $637 $1,430
ACV3011 VIETNAMESE FOR BUSINESS 12 0.1250 1 $510 $637 $1,430
ACV3022 VIETNAMESE FILM AND MEDIA 12 0.1250 1 $510 $637 $1,430
ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE 12 0.1250 1 $510 $637 $1,430

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
ACS1081 BEGINNERS SPANISH A 12 0.1250 1 $510 $637 $1,430
ACS1082 BEGINNERS SPANISH B 12 0.1250 1 $510 $637 $1,430

Year 2
ACS2083 INTERMEDIATE SPANISH A 12 0.1250 1 $510 $637 $1,430
ACS2084 INTERMEDIATE SPANISH B 12 0.1250 1 $510 $637 $1,430

Year 3
ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA 12 0.1250 1 $510 $637 $1,430

Plus one unit of study from the list below

ACS3085 INTRODUCTION TO INTERPRETING AND TRANSLATION 12 0.1250 1 $510 $637 $1,430
ACS3086 ADVANCED SPANISH TEXT AND CONTEXT 12 0.1250 1 $510 $637 $1,430
ACS3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE 12 0.1250 1 $510 $637 $1,430
ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE 12 0.1250 1 $510 $637 $1,430
ACX2001 INTERNATIONAL STUDY 12 0.1250 1 $510 $637 $1,430
ACX3002 SPECIAL PROJECT 12 0.1250 1 $510 $637 $1,430

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

Course Description
The Bachelor of Arts (Honours) Computer Mediated Art and Multimedia will introduce students to recent theoretical debates relevant to their area of study; 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 Duration
One year full-time or part-time equivalent.

Course Structure

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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<tbody>
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</table>
### BACHELOR OF ARTS (HONOURS) (I)

**Course Code:** AHFF

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

**Course Duration**
One year full-time or part-time equivalent.

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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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**Semester 2**

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<tr>
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</table>

**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 MULTIMEDIA SYSTEMS (HONOURS)

**Course Code:** AHMS

**Course Description**
The Honours program teaches students advanced level theory, research and program production techniques for Multimedia.

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

**Course Duration**
Two semesters (1 year) full-time.
Course Structure
Students must complete a total of 96 credit points.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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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)
Course Code: ATCA
Campus: City Flinders
Course Duration
Graduate Certificate in Communication (Public Relations)
- One semester full-time or one year part-time.
Graduate Diploma in Communication (Public Relations)
- One year full-time or two years part-time.
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 (Public Relations) students must complete a total of 48 credit points.
To qualify for the award of Graduate Diploma in Communication (Public Relations) students must complete a total of 96 credit points.

Course Structure
Note that only a selection of these units are offered each year.
Graduate Certificate requirement are 4 of 5 core units**
Graduate Diploma requirements are 5 core units** and 3 elective units

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
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</table>

Business electives are available subject to timetable availability.
Students can articulate to Masters in Arts (Communication) with 4 more units of study or Minor Thesis.

Graduate Certificate in Communication (I)
Graduate Diploma in Communication (I)
Master of Arts in Communication (I)
Course Codes: ATCC, AGCD, AMCM
Campus: All courses offered at City Flinders

Course Description
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 (MA) 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

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AUS)</th>
<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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</thead>
<tbody>
<tr>
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<td>0.1250</td>
<td>1</td>
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<td>$637</td>
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</table>

Writing Stream – undertake a minimum of 4 units of study

<table>
<thead>
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<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AUS)</th>
<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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<tbody>
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AESOL Stream – undertake a minimum of 4 units of study

<table>
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<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AUS)</th>
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<td>1</td>
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<td>$637</td>
</tr>
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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 8 units of study (96 credit Points) in AGCD
Master of Arts – Option B Approaches to Research
Successful completion of 8 units of study (96 credit Points) plus grade point average of H2A or above in at least 4 units of study and including successful completion of ACF5049 in AGCD.

GRADUATE CERTIFICATE IN MULTIMEDIA
Please refer to the outline and descriptions given for AMMM Master of Arts in Multimedia, as this course forms part of the graduate program.

MASTER OF ARTS IN MULTIMEDIA
Course Code: AMMM

Campus: City Flinders
Course Description
The Master of Arts in Multimedia is a nested program incorporating the Graduate Certificate in Multimedia and the Graduate Diploma in Multimedia. 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. Students will be well prepared to work in both practical and theoretical areas of multimedia. 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

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>12</td>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 Fee (AU$)</th>
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<td>(from Communication or Business)</td>
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</table>

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 Elective
ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE
ACG5055 MEDIA COMMUNICATION
ACG5065 GENDERING COMMUNICATION
ACG5060 JOURNALISTIC WRITING FOR THE MEDIA
ACG5010 INTERNATIONAL COMMUNICATION
ACG5035 COMMUNICATION AND TECHNOLOGY

Examples of Business Electives
BAO6504 ACCOUNTING FOR MANAGEMENT
BAO5534 BUSINESS FINANCE
BHO5703

Advanced English for Speakers of Other Languages

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

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

Entry Requirements

The major is offered to students whose first language is not English and who have not had the major part of their formal schooling conducted in the English language.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
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<tbody>
<tr>
<td>ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A</td>
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<td>ACA2005 WRITTEN GENRES AND CRITICAL LITERACY</td>
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<td>Years 2 and 3</td>
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<td>Semester 1</td>
<td></td>
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<td>ACA2005 WRITTEN GENRES AND CRITICAL LITERACY</td>
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<td>ACA2008 ENGLISH IN SPOKEN INTERACTION</td>
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<td>ACA3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE</td>
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</tr>
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<td>ACC3041 LANGUAGE AND SOCIETY</td>
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<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>ACA2006 ENGLISH AS AN INTERNATIONAL LANGUAGE</td>
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</tr>
<tr>
<td>ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA</td>
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</tr>
<tr>
<td>ACC3052 COMMUNICATION AND CULTURAL DIVERSITY</td>
<td>12</td>
</tr>
</tbody>
</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 or who are native speakers will not be credited with first year. Students will enrol in the appropriate level after consulting with a lecturer.

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

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

The units of study in the Arts stream are:
**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 (e.g. Bachelor of Education). The Major incorporates both literature and cultural and literary theory and complements existing majors offered by the Faculty in the humanities (e.g. Cultural Studies, Communication Studies, Gender Studies, Professional Writing, Spanish, Italian, Asian Studies);
- develop skills in the reading, critical analysis and enjoyment of literary texts;
- introduce a wide variety of traditional Western and non-traditional non-Western literary texts and analyse the cultural concepts circulating in those texts;
- address issues surrounding the cultural production of literary texts.

To complete 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>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005</th>
<th>Full Fee</th>
</tr>
</thead>
<tbody>
<tr>
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<td>ACL1002</td>
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<tr>
<td>ACL3004</td>
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<td>$510</td>
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<td>ACL3016</td>
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<td>ACL3014</td>
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<td>ACL2006</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
<td>$510</td>
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</table>

Not all units are available in 2008.

**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:

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005</th>
<th>Full Fee</th>
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<td>ACC1048</td>
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<td>ACC3045</td>
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<td>ACC3006</td>
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<td>ACC3046</td>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)

ACM1005 INTRODUCTION TO WEB DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
ACC3060 COMMUNICATION TECHNOLOGY AND SOCIAL CHANGE 12 0.1250 1 $510 $637 $1,430
ACC3061 WORLD CINEMAS 12 0.1250 1 $510 $637 $1,430

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.

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)

Compulsory units of study:

Year 1
ACM1005 INTRODUCTION TO WEB DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
ACM1004 DESIGN FOR MULTIMEDIA 12 0.1250 1 $510 $637 $1,430
ACM1006 DIGITAL SOUND AND VIDEO 12 0.1250 1 $510 $637 $1,430
ACM1003 ANIMATION FOR MULTIMEDIA 12 0.1250 1 $510 $637 $1,430

Year 2
ACM2003 INTERACTIVE PROGRAMMING 12 0.1250 1 $510 $637 $1,430
ACM2008 DYNAMIC WEB DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12 0.1250 1 $510 $637 $1,430

Year 3
ACM3003 DVD AND SCRIPT DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
ACM3005 INDUSTRY AND EMPLOYMENT CONTENT 12 0.1250 1 $510 $637 $1,430
ACM3004 GRADUATING PROJECT 12 0.1250 1 $510 $637 $1,430

Organisational Studies

The aim of the Organisational Studies major is to provide students with units of study 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:

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)

Year 1
Semester 1
ACC1047 CULTURE AND COMMUNICATION 12 0.1250 1 $510 $637 $1,430
ACP1053 INTRODUCTION TO CREATIVE WRITING 12 0.1250 1 $510 $637 $1,430
APP1012 PSYCHOLOGY 1A 12 0.1250 1 $510 $637 $1,430
Semester 2
ACC1048 MEDIA, CULTURE AND SOCIETY 12 0.1250 1 $510 $637 $1,430
ACP1054 INTRODUCTION TO MEDIA WRITING 12 0.1250 1 $510 $637 $1,430
APP1013 PSYCHOLOGY 1B 12 0.1250 1 $510 $637 $1,430
Years 2/3
ACC3041 LANGUAGE AND SOCIETY 12 0.1250 1 $510 $637 $1,430
ACC3047 COMMUNICATING IN ORGANISATIONS 12 0.1250 1 $510 $637 $1,430
ACP2069 WRITING FOR THE WEB 12 0.1250 1 $510 $637 $1,430
ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING 12 0.1250 1 $510 $637 $1,430
ACX3002 SPECIAL PROJECT 12 0.1250 1 $510 $637 $1,430
ACC3057 INTERPERSONAL AND GROUP COMMUNICATION 12 0.1250 1 $510 $637 $1,430
ASC3096 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12 0.1250 1 $510 $637 $1,430
APP2024 ORGANISATIONAL SKILLS 2 12 0.1250 1 $510 $637 $1,430
APP1015 ORGANISATIONAL SKILLS 1 12 0.1250 1 $510 $637 $1,430
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12 0.1250 1 $510 $637 $1,430

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 (e.g. 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:

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)

Year 1
ACP1053 INTRODUCTION TO CREATIVE WRITING 12 0.1250 1 $510 $637 $1,430
ACP1054 INTRODUCTION TO MEDIA WRITING 12 0.1250 1 $510 $637 $1,430

Years 2 and 3
ACP2070 EDITING PRINCIPLES AND PRACTICE 12 0.1250 1 $510 $637 $1,430
ACP2069 WRITING FOR THE WEB 12 0.1250 1 $510 $637 $1,430
ACL2014 POPULAR FICTIONS 12 0.1250 1 $510 $637 $1,430
ACL3014 WRITING SELVES 12 0.1250 1 $510 $637 $1,430
ACP2064 WRITING AND CULTURAL DIFFERENCE 12 0.1250 1 $510 $637 $1,430
The Vietnamese Language and Culture program offers various units of study at different levels, catering for beginners to advanced speakers. It also includes compulsory units ACS2005 and ACS3086. Entry leave depends on prior knowledge of the language.

To complete the Graduate Diploma in Modern Languages (Spanish), a student must successfully complete eight units of study, including ACS3086 and ACS 2005. Entry level depends on prior knowledge of the language.

There are 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 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, increase their understanding and appreciation of Spanish speaking cultures. There are 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 ACS 2005. Entry level depends on prior knowledge of the language.

Public Relations

The Public Relations major is available to those students enrolled in the Bachelor of Communication (Public Relations) course.

The units of study in the Public Relations major are:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AUS)</th>
<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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</thead>
<tbody>
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<td>Year 1</td>
<td>ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
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<td>ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT</td>
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<td>2</td>
<td>$726</td>
<td>$908</td>
<td>$1,584</td>
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</table>

Spanish and English Studies

The Spanish and English 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, increase their understanding and appreciation of Spanish speaking cultures. There are 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 English Studies major, students, are required to complete eight units of study, including ACS3086 and ACS 2005. Entry level depends on prior knowledge of the language.

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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AU$)</th>
<th>From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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</thead>
<tbody>
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<td>0.1250</td>
<td>1</td>
<td>$510</td>
<td>$637</td>
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<td>1</td>
<td>$510</td>
<td>$637</td>
<td>$1,430</td>
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</table>

**Levels 2 and 3**

<table>
<thead>
<tr>
<th>Level 2 and 3</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AU$)</th>
<th>From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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<td>$510</td>
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<td>$1,430</td>
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<td>0.1250</td>
<td>1</td>
<td>$510</td>
<td>$637</td>
<td>$1,430</td>
</tr>
<tr>
<td>ACV3001 VIETNAMESE CULTURE AND SOCIETY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
<td>$510</td>
<td>$637</td>
<td>$1,430</td>
</tr>
<tr>
<td>ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
<td>$510</td>
<td>$637</td>
<td>$1,430</td>
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<td>ACV3011 VIETNAMESE FOR BUSINESS</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.

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 Vietnamese: 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.

**Chinese**

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

All of the Chinese units of study on offer, at proficiency levels from elementary to the relatively advanced, can be taken as a three-year major or a two-year minor in Bachelor of Arts degrees, in combined Arts/Business degrees or in other degrees in which the study of a language can be part of the course structure. Also, students can choose any of these Chinese units of study as electives, which can be credited towards a degree in any units of study disciplinary area, and as single units of study for those who wish to learn Chinese without necessarily enrolling in a degree. These units of study are also available to students who wish to study Chinese for a Graduate Diploma of Modern Languages, or as part of their fourth-year Honours programs, and/or as part of their postgraduate studies.

**Note**

Students with any amount of prior knowledge of the language should consult with the Chinese staff about their proficiency level before enrolling into an appropriate Chinese unit of study. Students who have completed Chinese at Year 12 level or who are native speakers will not be credited with first year. Students will rather commence their major at the next appropriate level.

While ACZ1001 to ACZ3002 are sequential, the four higher level units do not have this restriction. A minimum of two of the four higher level subjects will normally be offered in each academic year.

A four-week study tour of China is organised in late November each year to provide in-country learning opportunities and first-hand experience for students. It is basically an intensive short course in Chinese language, society and culture, and can be credited towards a degree in any units of study disciplinary area, and as single units of study for those who wish to learn Chinese without necessarily enrolling in a degree. These units of study are also available to students who wish to study Chinese for a Graduate Diploma of Modern Languages, or as part of their fourth-year Honours programs, and/or as part of their postgraduate studies.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>ACZ3011 CHINESE PEOPLE AND BELIEFS</td>
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<td>ACX2001 INTERNATIONAL STUDY</td>
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</tbody>
</table>
Gender Studies

The Gender Studies major places a strong emphasis on the development of a range of practical skills which can be transferred by graduates to different work contexts. Areas of women-centred employment also include women’s health centres, refuges, advisory and referral services and policy units.

The Gender Studies major aims to:

- 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 the development of non-sexist policies in these workplaces. A strong focus on cross-cultural issues positions Gender Studies graduates to contribute to areas such as international organisations and 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:

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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<tr>
<td>ACC1047 CULTURE AND COMMUNICATION</td>
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<td>ACC3045 VIDEO PRODUCTION</td>
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<td>ACC3046 COMMUNICATING WITH RADIO</td>
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<td>ACX3002 SPECIAL PROJECT</td>
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</table>

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.

Not all units of study are available each year.

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
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<td>ACW3025 KNOWING BODIES</td>
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<td>ACW2021 GENDER ON THE AGENDA</td>
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</table>

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.
SUBJECTS

Below are subject details for courses offered by the School of Communication, Culture and Languages in 2008.

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.

A1A001 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, minutes, 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%.

A1A005 COMMUNICATION FOR ACADEMIC PURPOSES A
Campus Footscray Park.
Prerequisite(s) Entry to this unit of study will normally be open to students who fulfill the following criteria: have gained general entry to the BA; English is not their first language; the major part of their formal schooling has not been conducted in the English language.
Content Students will be introduced to the conventions of academic writing such as paragraph writing, unity and outlining, coherence, patterns of essay organisation and referencing. Skills of summary, analysis, review and sequencing of material will be taught within oral and written contexts. The unit focuses on the systematic study of English structures and 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.
Learning Outcomes By the end of this unit of study, students will have:
- An understanding of the requirements needed to be able to successfully produce academic writing;
- The ability to use the four skills of language study i.e. listening, speaking, reading and writing in a more confident manner appropriate for university study;
- 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%.

A1A006 COMMUNICATION FOR ACADEMIC PURPOSES B
Campus Footscray Park.
Prerequisite(s) Nil.
Content Interpretation of information from a variety of forms – newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit of study employs a topic approach incorporating a variety of skills together with language proficiency.
Learning Outcomes By the end of this unit of study, students will have:
- An understanding of the place of English in the international context;
- An understanding of the various forms of local and world Englishes;
- An understanding of the requirements needed to be able to successfully produce academic writing;
- The ability to use the four language skills, i.e. listening, speaking, reading and writing with more confidence and in a manner that is appropriate within an academic context;
- 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. Interview assignment 20%; Synthesis 15%; Analytical essay 20%; Oral presentation 15%; Final exam 30%.

A2A005 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 By the end of this unit of study, students will have:
- An understanding of discourse and linguistic theory relevant to written genres;
- The ability to analyse different English genres of writing and to apply this knowledge in their own literacy practices;
- The skills to become critical writers and readers in a range and diversity of text forms – e.g. 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 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%.

A2A006 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 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 By the end of this unit of study, students will have:
- An understanding of the place of English in the international context;
- An understanding of the various forms of local and world Englishes;
 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 By the end of this unit of study, students will have:
• Knowledge of the phonological system in English and the ability to apply this knowledge in enhancing the quality of their speech communication;
• An understanding of verbal and non-verbal features of spoken interaction;
• The skills to interact in spoken language in a variety of situations – formal and informal;
• The skills to analyse spoken interaction in detail.
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%; Oral presentation 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 design, cover design and final production and distribution. Students will be required to produce a small magazine of professional quality.
Required Reading All of the required readings are available in a pack from the University bookshop.
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%; Sports 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 By the end of this unit of study, students will have:
• The ability to analyse, synthesise and critically evaluate information;
• The ability to use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner and appropriately for university study;
• A better understanding of society and culture in Australia through the media.
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 By the end of this unit of study, students will have:
• Examined a range of sports writing: journalism (features and hard news), biographies and sports books in general;
• Looked at the writing styles of journalists and authors;
• Completed a range of writing exercises, most of which would have been workshopped and started in class and then redrafted in students' own time;
• Developed knowledge of how to find a good story or an interesting angle;
• Developed their own writing and editing abilities.
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) Nil.
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 By the end of this unit of study, students will have:
• Knowledge of native and non-native English phonetics and phonology;
• An understanding of psycholinguistic processes – interlanguage and communication strategies;
• The skills to exercise their oral and written skills;
• The skills to analyse spoken interaction and different written genres in detail.
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 By the end of this unit of study, students will have:
- Knowledge of native and non-native English phonetics and phonology;
- An understanding of psycholinguistic processes – interlanguage and communication strategies;
- The skills to exercise their oral and written skills;
- The skills to analyse spoken interaction and different written genres in detail.

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

ACA5005 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.

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%.
• The skills to become critical writers and readers in a range and diversity of text forms – e.g. 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%.

ACA5016 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 By the end of this unit of study, students will have:
• An understanding of the place of English in the international context;
• An understanding of the various forms of local and world Englishes;
• The ability to analyse and recognise different English text types according to context;
• An understanding of cross-cultural communication issues;
• The knowledge to 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. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

ACA5017 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 By the end of this unit of study, students will have:
• An understanding of the social process of news and current affairs production, presentation and values;
• An understanding of advertising as an industry and the language of persuasion;
• The ability to analyse, synthesise and critically evaluate different forms of media and apply this knowledge in their own literacy practices.


Recommended Reading To be advised by lecturer.

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%.

ACC5018 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 By the end of this unit of study students will have:
• Knowledge of the phonological system in English and ability to apply this knowledge in enhancing the quality of their speech communication;
• An understanding of verbal and non-verbal features of spoken interaction;
• The skills to interact in spoken language in a variety of situations – formal and informal;
• The skills to 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 By the end of this unit of study, students will:
• Have 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;
• Demonstrate an ability to apply analytic ideas to “real life” situations;
• Have a deeper appreciation of 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 By the end of the unit of study, students will have:
• Knowledge of some key research areas related to the study of media communication;
• Enhancement of their analytical thinking and conceptualisation skills;
• Development of their reading and writing skills;
• The ability to apply analytic ideas to ‘real life’ situations;
• A deeper appreciation of the role of media communication in personal and social life, and in 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%.

ACC2005 DIGITAL CULTURE AND COMMUNICATION
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study introduces students to the main cultural and social changes at the beginning of the millennium through the optic of some recent theories and trends in communication, cultural and social analysis. It focuses, in particular, on debates relating to modernisms, postmodernisms and the emergence of the information and network society and their interlinking to the global Information and Communication Technologies (ICTs). It introduces students to forms of the global culture with an emphasis on the emerging forms of digital communication and culture. Students are also introduced to critical debates and analyses of contemporary problems focusing on the role and impact of new communication technologies and computer-mediated communication.
Learning Outcomes Following completion of this unit of study, students will have:
• Knowledge of key issues relating to the digital communication revolution;
• Developed a critical understanding of the issues of living in the information and digital age;
• Developed an understanding of the radical and rapid changes in the communication environments and their impacts in various fields;
• An integrated knowledge of their current and future career directions.


Class Contact Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial plus three hours mixed-delivery mode.
Assessment Essay 40%; Seminar paper 40%; Film analysis 20%.

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES
Campus Footscray Park and St Albans.
Prerequisite(s) ACC1047 Culture and Communication, ACC1048 Media, Culture and Society.
Content This unit of study is framed around some of the debates about international media and everyday life. Contemporary case studies will be used as illustrative examples towards understanding key issues.
Learning Outcomes Following completion of this unit of study students will have:
• A better understanding of the role of the international media industries and how they contribute to the transformation of contexts and relations amongst the local, the global and the region;
• An appreciation of the multidisciplinary approach used to study international communications.

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

ACC2045 AUDIO PRODUCTION
Campus Malaysia (Sunway University College).
Prerequisite(s) Nil.
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; identity formation and audiences as cultural producers are also considered. Students will be encouraged to formulate their own research projects on a specific aspect of a contemporary audience.

Learning Outcomes By the end of this unit of study, students will have:
• A broad understanding of the history and developments in audience research;
• Understanding of a variety of research methods;
• Experience in conducting an empirical research project;
• Knowledge in identifying and addressing methodological issues;
• The ability to provide an overview of approaches by drawing on a range of other research;
• The ability to communicate with research subjects and research partners;
• The ability to manage time and logistics to complete a research project, alone or in a small group;
• The ability to conduct research in the light of ethical concerns;
• The ability to 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 Short written research project 60%; Analytical essay on aspects of audience research 40%.

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; identity formation and audiences as cultural producers are also considered. Students will be encouraged to formulate their own research projects on a specific aspect of a contemporary audience.

Learning Outcomes By the end of this unit of study, students will have:
• A broad understanding of the history and developments in audience research;
• Understanding of a variety of research methods;
• Experience in conducting an empirical research project;
• Knowledge in identifying and addressing methodological issues;
• The ability to provide an overview of approaches by drawing on a range of other research;
• The ability to communicate with research subjects and research partners;
• The ability to manage time and logistics to complete a research project, alone or in a small group;
• The ability to conduct research in the light of ethical concerns;
• The ability to 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 Short written research project 60%; Analytical essay on aspects of audience research 40%.

ACC3041 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 Following successful completion of this unit of study students will be able to:
- Locate, evaluate, manage and use a range of relevant information from a critical perspective;
- Communicate with peers on complex topics in informal settings;
- Synthesise moderately complex material and write in an essay or research project format at a level approximating employment entry level with guidance;
- Follow complex instructions and manage time with minimal guidance;
- Apply and evaluate strategies relating to issues of social and cultural diversity in tasks and projects, seeking information where necessary.

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 material charge.

Learning Outcomes By the end of this unit of study students will:
- Develop a critical understanding of some theoretical aspects of video and television production and its industrial context;
- Develop the necessary skills to plan and construct simple video films;
- Develop a range of basic technical skills involved in single and multi-camera video production;
- Develop appropriate scriptwriting and pre-production skills;
- Develop an understanding of 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 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 material charge.

Learning Outcomes By the end of this unit of study, students will:
- Have an understanding of the role and impact that communication technologies have on the nature and quality of organisational communication;
- Have an understanding of various ethical dimensions to organisational communication, and the links to current debates about inclusiveness and equal opportunity, bullying, stress and burnout, privacy, corporate governance and corporate citizenship;
- Have an ability to effectively use a range of common writing formats widely used in contemporary work settings (including emails, business letters, memoranda, briefs, short reports, media releases, value statements and codes of conduct).
- Have an understanding of various aspects of working life in Australia, especially efforts/trends in improving organisational communication;
- Have an understanding of a range of contemporary theories and current research about organisational communication.


Class Contact One one-hour lecture and one one-hour workshop and three hours per semester mixed-mode participation (to be announced).

Assessment Professional folio 60%; Two in-class tests (2 X 20%) 40%.
• Have developed awareness of the variation in language development, choice, attitudes and language use associated with ethnicity;
• Have explored the relationship between language, cultural values and perceptions of group identity;
• Have been introduced to a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication;
• Be provided with opportunities to develop their skills in research, critical thinking, problem-solving and communication, both oral and written;
• Be encouraged to engage in both independent and co-operative learning among students.

Recommended 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%.

ACC3055 COMMUNICATION IN THE 21ST CENTURY

Campus Footscray Park and St Albans.
Prerequisite(s) Normally ACC1047 Culture and Communication and ACC1048 Media Culture and Society.

Content This unit of study aims to equip students to appreciate and participate in contemporary debates about the impact of communication technologies on our daily lives. The unit also focuses on the relevant legal and policy frameworks affecting the development of communication industries in Australia. Topics include: the woven history of communications technologies and social change; deregulation of telecommunications; the shift from a free-to-air ‘public trust’ mixed broadcasting system to a multi-channel (and multi-media) system which includes pay-TV and other niche commercial services; cross-media and foreign ownership rules and their impact; globalisation of media industries, and the impact of free trade agreements; consumer protections and satisfaction levels with regard to communications/media industries, and the role of the regulators, including the ACCC; digital TV policies and the politics of analogue phase out; mobile phones and the rise of competition for Telstra; the sociological significance of text-messaging and other mobile services; digital divides and development issues; electronic surveillance, direct-marketing and privacy protections; the arguments for and against a national ID card with biometric data; identity formation and culture in the so-called ‘information age’; electronic games; ‘blogging’ or personal websites for journalistic and other purposes.

Learning Outcomes Following completion of this unit of study, students will have:
• Knowledge of the impacts of various ICTs, with close knowledge of their diffusion in Australia and relevant government regulation;
• An appreciation of how various technologies mediate our communication experiences and capacities (for better or worse);
• A capacity to enter into public debates about some current policy issues, including those related to media ownership, affordability of telecommunications, electronic surveillance and privacy;
• Appreciation of some of the influential theories and research traditions related to the study of ICTs in their social settings.

Required Reading Unit of Study Book of Readings and class handouts.

Class Contact One-hour lecture, one-hour workshop and three hours per semester mixed-mode participation (to be announced).

Assessment Assignment 60%; Two class tests (2 X 20%) 40%.

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 By the end of this unit of study, students will:
• Have developed the necessary skills to plan and construct video films, television and radio programs of broadcast standard;
• Have developed a range of technical skills involved in television and audio production;
• Have developed appropriate scriptwriting and pre-production skills;
• Have developed an understanding of the ethical and the aesthetic dimensions of video and television and/or audio and radio production;
• Be able to work in team settings that require punctuality, cooperation, mutual respect and assessable outcomes in the context of the University’s Learning in the Workplace policies.

Recommended Reading To be advised by lecturer.

Class Contact Two-hour seminar each week.

Assessment Written commentary 40%; Final production 60%.

ACC3057 INTERPERSONAL AND GROUP COMMUNICATION

Campus Footscray Park and St Albans.
Prerequisite(s) ACC1047 Culture and Communication.

Content This unit of study examines interpersonal and group communication within a variety of social contexts. The consequences of size and structure of the group, differences in power and authority, goals of task advancement and group maintenance will be explored. Weekly workshops will provide students with extensive opportunities to develop their own communication skills.

Learning Outcomes By the end of this unit of study, students will have:
• An understanding of theoretical approaches to understanding the communication process;
• An understanding of the centrality of communication to the culture of group formation and maintenance;
• Developed their own ability to communicate effectively at an interpersonal level.

Required Reading To be advised by lecturer.

Recommended 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: Journals 40%; Essay 40%; Class-based activity 20%.

ACC3060 COMMUNICATION TECHNOLOGY AND SOCIAL CHANGE

Campus Footscray Park and St Albans.
Prerequisite(s) Normally ACC1047 Culture and Communication and ACC1048 Media Culture and Society.

Content This unit of study aims to equip students to appreciate and participate in contemporary debates about the impact of communication technologies on their daily lives. The unit also focuses on the relevant legal and policy frameworks affecting the development of communication industries in Australia. Topics include: the history of communications technologies and social change; deregulation of telecommunications; the shift from a ‘free to air’ ‘public trust’ mixed broadcasting system to a multi-channel (and multimedia) system which includes pay-TV and other niche commercial services; cross-media and foreign ownership rules and their impact; globalisation of media industries, and the impact of free trade agreements; consumer protections and satisfaction levels with regard to communications/media industries, and the role of the regulators, including the ACCC; digital TV policies; mobile phones and the rise of competition for Telstra; the sociological significance of text-messaging and other mobile services; digital divides and development issues; electronic surveillance, direct-marketing and privacy protections; the arguments for and against a national ID card with biometric data; identity formation and culture in the so-called ‘information age’; electronic games; ‘blogging’ or personal websites for journalistic and other purposes.

Learning Outcomes By the end of this unit of study, students will have:
• Some considerable knowledge of the impacts of various ICTs, with close knowledge of their diffusion in Australia and relevant government regulation;
• An appreciation of how various technologies mediate our communication experiences and capacities (for better or worse);
• A capacity to enter into public debates about some current policy issues, including those related to media ownership, affordability of telecommunications, electronic surveillance and privacy;
• Appreciation of some of the influential theories and research traditions related to the study of ICTs in their social settings.

Required Reading Special Book of Readings and class handouts.

Class Contact One one-hour lecture, one one-hour workshop and three hours per semester mixed-mode participation (to be advised when unit begins).

Assessment Written assignment 60%; Two class tests (2 X 20%) 40%.

ACC3061 WORLD CINEMAS

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

Recommended Reading To be advised by lecturer.

Class Contact Four one-hour workshops per week for one semester.

Assessment Aural test 15%; Class exercises 5%; Exam 30%.

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.


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

Class Contact Two one-hour workshops per week for one semester.

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

ACE1911 COMMUNICATIONS FOR THE PROF SCIENTIST 1

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 By the end of this unit of study, students will:

- Have improved academic and professional written and oral skills.
- The ability to write effective industry group reports and employment applications;
- The ability to deliver effective oral presentation skills and perform well at interviews;
- Effective editing skills;
- A better understanding of 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.
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 By the end of this unit of study, students will:
- Have 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 By the end of this unit of study, students will:
- Have 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 By the end of this unit of study, students will:
- Have 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 This study's 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 By the end of this unit of study, students will have:
- Extended their written and oral skills to an appropriate academic and professional level;
- Fostered an understanding of the complexity of the communication process;
- Acquainted themselves with the diverse requirements of the professional workplace;
- Developed their ability to write employment applications;
- Developed their oral skills and interview techniques.
Required Reading Mohan, T (et al) 2004 Communicating as professionals, Thomson, Southbank.
Recommended Reading Handbook of communication skills for first year students 2006, in the Faculty of Health, Engineering and Science, Victoria University.
Class Contact Two one-hour lectures and one two-hour workshop.
Assessment Oral presentation 20%; Group project report (1000 words) 20%; Written application(s) (1500 words) 20%; Interview(s) 15%; Exam 25%.

ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT
Campus St Albans.
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.
Class Contact Two-hour seminar per week over one semester or equivalent.
Assessment Seminar paper and presentation 40%; Research essay 60%.

ACF5049 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.
Class Contact Two-hour seminar for one semester.
Assessment Research-oriented assignments 60%; Research plan and rationale 40%.
ACG5010 INTERNATIONAL COMMUNICATION
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study provides an overview of the communication issues which have arisen from real world changes over the last few decades, and how academic theory and research have responded, effectively creating international communication as a field of study. Particular attention is given to relations between the more and the less developed countries in a global context, and how communication can both facilitate and retard development. Topics covered include: history and development of communication media as international phenomena; changing patterns in the flow of media communication products and services between nations; the 'cultural imperialism' debate; media communication as an international issue, and the impact on national communication policies; communication products, services and technologies in the context of globalisation as experienced by developing societies; contemporary issues, such as satellite television across borders; national culture, development and modernisation in the age of global media.
Learning Outcomes By the end of this unit of study, students will have:
- Knowledge of some key approaches and research areas related to the study of international communication;
- Enhanced their analytical thinking and conceptualisation skills;
- Developed some research skills related to the study of international communication;
- Developed their ability to present complex ideas and lead productive discussion on these ideas;
- Gained deeper awareness of the ways in which international communication shapes contemporary personal and social life.

ACG5020 WRITING AS DISCOURSE
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study introduces students to some basic concepts and theories surrounding literacy, writing and textuality. It examines these theories in relation to writing about identity, culture and power with reference to specific social discourses including orality, literacy, cross-cultural representation and digital literacies. Critical perspectives on writing covered include: those drawn from social anthropology, literary studies, Foucauldian discourse theory, the new literacy studies. A central emphasis will be on the question of how far cyberculture operates as a totally new communication field or as an extension of earlier communication technologies. The unit will engage with areas such as the Internet, digital imagery, virtual aesthetics, and computer games.
Learning Outcomes By the end of this unit of study, students will have:
- Developed the ability to critically evaluate scholarly approaches to these intersecting fields of study) and relevant research methods;
- Have developed some research skills related to the study of literacy, writing.

ACG5025 MANAGING ORGANISATIONAL COMMUNICATION
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study aims to develop students' capacity to improve communication in organisational settings. The unit has practical and analytical components. The practical work involves the production of a series of documents (including business letters, memos, agendas/minutes, position papers, research briefs, reports, mission statements, procedures and guidelines) based on a set of model documents and scenarios. The more analytical work considers: aspects of interpersonal and group communication; hierarchies and communication; cross-cultural communication in the workplace; team building; negotiation skills; the impact of screen-based technologies; intranets and the internet; the growth of tele-centre work and telecommuting.
Learning Outcomes By the end of this unit of study, students will:
- Have gained a better appreciation of the importance of good communication practices in business and other organisational settings;
- Have gained some understanding of some influential theories (in these intersecting fields of study) and relevant research methods;
- Be able to apply these theories and methods to particular cases or situations.

Recommended Reading
- Class Contact Two hours per week.
- Assessment Two assignments consisting in total of maximum 4500 words 40%; Minor assignment, presentation and major research assignment 60%.

ACG5021 CYBERCULTURES
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study examines the emergent field of cyberculture studies. A central emphasis will be on the question of how far cyberculture operates as a totally new communication field or as an extension of earlier communication technologies. The unit will engage with areas such as the Internet, digital imagery, virtual aesthetics, and computer games.
Learning Outcomes By the end of this unit of study, students will have:
- Gained knowledge of some key approaches and research areas related to the study of new media and digital culture;
- Enhanced their analytical thinking and conceptualisation skills;
- Have developed some research skills related to the study of cyberculture;
- Enhanced their ability to present complex ideas and lead productive discussions on these ideas;
- Have developed some research skills related to the study of digital literacies in the context of globalisation as experienced by developing societies; contemporary issues, such as satellite television across borders; national culture, development and modernisation in the age of global media.

ACG5035 COMMUNICATION AND TECHNOLOGY
Campus City Flinders.
Prerequisite(s) Nil.
Content This unit of study deals with the intertwined history of communication technologies and society, and focuses on contemporary...
policy issues including: the deregulation of broadcasting and telecommunications; the fate of national broadcasters; the multi-channel environment; globalisation, multimedia and other areas of technological and business convergence; Internet and Intranet; data privacy and electronic surveillance.

Required Reading To be advised by lecturer.


Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.

Assessment Two assignments 60%; Test 40% (4000 words in total).

AGC5045 HYPERTEXT AND ELECTRONIC PUBLISHING
Campus City Flinders and/or Footscray Park.
Prerequisite(s) Nil.

Content This unit of study offers an introduction to electronic publishing and explores publishing in its managed form, in intranets, extranets, e-publishing, organisational publications, communities of practice. Students explore the use of web technologies, write to collaborative spaces, and create multi-authored texts, investigating their application as work and community spaces with emphasis on organisational forms of publishing on the web.

Required Reading To be advised by lecturer.

Class Contact Equivalent to two hours per week for one semester, plus three hours of self-directed learning.

Assessment Portfolio of electronic writing (4000 words in total).

AGC5050 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 contact, the notion of cultural difference will also be explored in relation to gender, class and age. The unit will include a survey of some of the main theoretical approaches adopted in making sense of intercultural communication, including: constructs from social anthropology and cultural studies; cross-cultural psychology; inter-group communication and communication accommodation; interactional discourse analysis; relativism; schema theory and frames of knowledge; cross-cultural education; intercultural communication; and language use in intercultural contexts. Students will be given the opportunity to explore the impact of cultural difference and diversity on communication processes and outcomes in education, health, business and law.

Required Reading To be advised by lecturer.

Class Contact Equivalent to two hours per week for one semester, plus three hours of self-directed learning.

Assessment Theoretical essay 45%; Major research project 55% (4000 words in total).

AGC5055 MEDIA COMMUNICATION
Campus City Flinders.
Prerequisite(s) Nil.

Content This unit of study examines: theories of media effects and media power; media as story-tellers and myth-makers; relations between audiences and media output; the politics and pleasures of media consumption; global media; relations between 'new' and 'old' media.

Learning Outcomes By the end of this unit of study, students will have:

- Knowledge of some key theoretical paradigms and research areas related to the study of media communication;
- Enriched their analytical thinking and conceptualisation skills;
- Developed research skills related to the study of communication;
- Enhanced their ability to organise and present complex ideas to an audience in a formal setting;
- A deeper awareness of the ways in which media communication shapes personal and social life.


Class Contact Two hours per week for 12 weeks or equivalent plus three hours of self-directed learning.

Assessment Short essay 30%; Longer research-based paper 50%; Class presentation 20% (4000 words in total).

AGC5060 JOURNALISTIC WRITING FOR THE MEDIA
Campus City Flinders.
Prerequisite(s) Nil.

Content This unit of study will introduce students to the conventions and skills of writing for the domestic and international newspaper and magazine industries. The unit will combine analysis of newspaper and magazine output with practical writing exercises and a consideration of ethical, sociopolitical and ideological issues related to the print media generally. Students will be encouraged to critically evaluate and edit their own and other students' writing, to reflexively consider their role as media writers and to contextualise their writing within contemporary styles and genres. Genres studied will include: news reporting, travel, popular culture, science, business, lifestyle, entertainment, reviews, environment, politics and writing for men and women. Writing topics will include: understanding audiences, choosing topics, research, interviews, structuring articles, language and style, editing and revision, titles, illustrations, the writer and the law, marketing manuscripts and copyright.

Required Reading To be advised by lecturer.


Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.

Assessment Writing exercises, including one for seminar presentation 70%; Critical essay 30% (4000 words in total).

AGC5065 GENDERING COMMUNICATION
Campus City Flinders.
Prerequisite(s) Nil.

Content This unit of study will enable students to engage with some of the gendered and engendering relations of communication by addressing the central question: How do different forms of communication reproduce and/or create different ideas of being male and female? There will be an ongoing emphasis on the intersections of gender with intercultural differences. The unit is organised around four broad themes: interpersonal, workplace, development, and media communication.

Required Reading To be advised by lecturer.


Class Contact Equivalent to two hours per week for one semester plus three hours of self-directed learning.

Assessment Extended essay/report or project 60%; Seminar presentation 40% (4000 words in total).

AGC5069 WRITING FOR THE WEB
Campus St Albans.
Prerequisite(s) AGC5020 Writing as Discourse or equivalent.

Content This unit of study examines forms and content areas in web publication, and develops creative, journalistic and corporate writing for web publication. The unit explores the diversity of web publications and electronic communities and enables students to research and practise writing for the web. Topics covered include: the electronic publishing industry, online publications; writing for print compared to computer screen; interactivity; web audiences and web communities. Skills taught will include: writing styles for the web, including hyperfiction, weblogs, web bio, web journalism, home and web pages, intranets, and email newsletters; research, including interviewing and accessing online sources; interface and web page design, and web publishing forms.

Learning Outcomes Following successful completion of this unit of study, students will have:

- Proficiency in basic HTML, and in online research and information quality assessment;
• Competence in writing for creative, journalistic and corporate web publications;
• Ability to work individually and in teams to plan information and page design for web publications and sites;
• Knowledge of the web publishing industry, and of mainstream and niche web publications, their audiences and community contexts.

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

**Recommended Reading**

**Class Contact**
- One 2.25-hour lecture/workshop each week for one semester.

**Assessment**
- Hyperfiction assignment (1000 words) 20%; Web journalism assignment (1500 words) 40%; Corporate web writing assignment (1500 words) 40%.

**ACG5076 WRITING AND PRODUCING THE DOCUMENTARY**

**Campus** St Albans.

**Prerequisite(s)** Nil.

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

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

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

**Assessment**
- Class presentation 40%; Completed video production/documentary script 60% (4000 words in total).

**ACG5080 COMMUNICATING WITH RADIO**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content**
- This unit of study offers a focus on radio production work including: field interviewing with portable equipment; writing for radio; editing; basic sound mixing; radio studio production and voice performance; and assembling a radio program. It offers students the opportunity to have their work broadcast on a community and/or campus radio station.
- Students are also critically exposed to a 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.

**Learning Outcomes**
- By the end of this unit of study, students will have:
  - A thorough grounding in public relations theory and principles;
  - An understanding of the range of public relations practices;
  - A background in the history and development of public relations;
  - An understanding of ethical practice in public relations;
  - Developed presentation and public speaking skills.

**Required Reading**

**Recommended Reading**

**Class Contact**
- Two hours per week over a 12 week semester.

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

**ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS**

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

**Learning Outcomes**
- On completion of this unit of study, students will be able to:
  - Critically analyse theories of public relations campaigns and management;
  - Understand in-depth, the various strategic and planning elements of a public relations campaign;
• Engage in a sophisticated way with the range of social and political theories which inform the thinking behind campaigns;
• Apply ethical practice to PR campaigns and management;
• Apply theoretical and evaluative formative research to public relations campaigns;
• Manage campaigns, including personnel management, budgets and timelines;
• Explore and evaluate productive media relations in campaigns.

**Required Reading**


**Recommended Reading**


**Class Contact**

Two hours per week over a 12 week semester.

**Assessment**

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

**ACG5099 PUBLIC RELATIONS WRITING**

**Campus**

City Flinders.

**Prerequisite(s)**

Nil.

**Content**

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

**Learning Outcomes**

By the end of this unit of study, students will have:

• A good understanding of the range of issues in professional ethics;
• The ability to reason and argue for different ethical strategies with clarity and precision;
• A good understanding of one's self and others in terms of different and often complex professional environments;
• A good understanding of the regulations relating to media, communication and public relations;
• An understanding of legal problems when working as a communications professional;
• Critical and analytical skills developed through practical exercises.

**Required Reading**


**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%.

**ACG6015 MINOR THESIS (FULL-TIME)**

**Campus**

City Flinders and/or St Albans.

**Prerequisite(s)**

Stage 1 (Grad Dip) of Graduate Program in Communication or Communications (Public Relations).

**Content**

This is a compulsory component in the MA in Communication, Stage 2. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.

**Required Reading**

To be advised by lecturer.

**Class Contact**

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

**Assessment**

Work equivalent to 15,000 words 100%.

**ACG6020 MINOR THESIS (PART-TIME)**

**Campus**

City Flinders and/or St Albans.

**Prerequisite(s)**

Stage 1 (Grad Dip) of Graduate Program in Communication or Communication (Public Relations).

**Content**

This is a compulsory component in the MA in Communication, Stage 2. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.

**Required Reading**

To be advised by lecturer.

**Class Contact**

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

**Assessment**

Work equivalent to 15,000 words 100%.

**AC11007 CREATIVITY AND INNOVATION**

**Campus**

Footscray Park.

**Prerequisite(s)**

Nil.

**Content**

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

**Learning Outcomes**

At the completion of this unit of study, students will have:

• A knowledge of a range of theories in creative thinking;
An understanding of the process of creative thinking;
Developed skills to generate creative ideas;
An increased awareness of the role of risk-taking in ideas generation;
Developed skills in critical reflection.


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 At the completion of this unit of study, students will have:

- An awareness of the role of arts professionals across industries;
- An understanding of the history and growth of arts industries;
- Developed skills and knowledge to pursue employment in an arts industry;
- Practical experience in the arts industry through the mentorship program; Broaden personal and professional network appreciation of the professional environments in which they will be employed;
- Greater awareness of professional practices, behaviour and attitudes.

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

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 team 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 completion of this unit of study, 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.

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

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 By the end of this unit of study, students will:

- 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;
- Have acquired knowledge of the process of transferability of skills across differing professional environments;
- Work to a time-line within the requirements of project delivery.


SCHOOL OF COMMUNICATION, CULTURE AND LANGUAGES
ACJ1001 INTRODUCTION TO JAPANESE
Campus Footscray Park.
Prerequisite(s) Nil.
Counsellor The course 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 By the end of this unit of study, students will:
• Be able to read and write hiragana/katakana;
• Be able to communicate with Japanese in many common everyday situations using basic Japanese;
• Have acquired 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 By the end of this unit of study, students will:
• Be able to read and write approximately 200 kanji;
• Be able to communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
• Have gained 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 test 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 By the end of this unit of study, 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.
Learning Outcomes By the end of this unit of study, students will:
• Be able to communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
• Be able to read and write approximately 200 kanji;
• Have acquired some knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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 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 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 other unit consists of conversation practices. The skills gained through situational role-plays will help them to become more fluent and competent in a predominantly Japanese environment.
Learning Outcomes By the end of this unit of study, students will:
• Be able to produce moderately complex Japanese both orally and in written form;
• Be able to understand moderately complex Japanese both aurally and in written form;
• Have acquired some knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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 completion of this unit of study, students are expected 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;
• Have acquired sound knowledge of Japanese culture in relation to the interaction in Japanese.
Required Reading Bunka Institute of Language 1997, Tanoshiku Hanaso, Bonjinsha Co Ltd, Japan.
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 30%; Written assignments 30%; Comprehensive written test 30%; Listening test 10%.
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 completion of this unit of study, students are expected to:

• Have gained a good understanding of Japanese culture, social values and practices as well as insights into Japanese ways of thinking;
• Be able to use the cultural understanding and appropriate code of practice in interacting with Japanese people;
• Have developed 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 and further develop competence to interact with Japanese. A broad knowledge of Japanese cultural traditions will be introduced in a variety of readings. While conversation practice continues to be a main part of the unit, more emphasis will be placed on the reading and writing unit than previously. Students are to attend two units of lecture/tutorial sessions per week. Students are required to study kanji independently. By the end of this unit of study students will be expected to know approximately 450 characters.

Learning Outcomes On completion of this unit of study, students will:

• Be able to produce complex Japanese both orally and in written form;
• Be able to understand complex Japanese both aurally and in written form;
• Have acquired some knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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 By the end of this unit of study, students will:

• Be able to produce complex Japanese both orally and in written form;
• Be able to understand complex Japanese both aurally and in written form;
• Have acquired some knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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%.

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 By the end of this unit of study, students will:

• Be able to produce more complex Japanese both orally and in written form;
• Be able to understand more complex Japanese both aurally and in written form;
• Have acquired sound knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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 of study 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 By the end of this unit of study, students will:

• Be able to produce more complex and nuanced Japanese both orally and in written form;
• Be able to understand more complex Japanese both aurally and in written form;
• Have acquired sound knowledge of Japanese culture in relation to the interaction in Japanese;
• Be able to 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 and Footscray Park.

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 consider the complex transactional processes involved in responding on the ways in which a sympathetic understanding of a poem can 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 lyricists.

Learning Outcomes By the end of this unit of study, students will:
• Have learned to present literary arguments in a variety of verbal and textual settings and formats;
• Be able to negotiate literary representations of diverse cultures by studying particular literary texts.

Required Reading

Recommended 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 semester.

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

AACL1002 STUDYING POETRY AND POETICS
Campus Footscray Park and St Albans.

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 lyricists.

Learning Outcomes By the end of this unit of study, students will:
• Have learned to present literary arguments in a variety of verbal and textual settings and formats;
• Have been introduced to the practice of tutorial discussion and debate in which problem-solving is an important aspect;
• Be able to 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.

Recommended 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 semester.

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

AACL2006 TRANSCONATIONAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING
Campus Footscray Park.

Prerequisite(s) First year foundation year units of study in Literary Studies; AACL1001 Reading Contemporary Fiction and AACL1002 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 By the end of this unit of study, students will have:
• Developed sound knowledge of key concepts and approaches in the field of comparative Indigenous and cross-cultural literary analysis and theory;
• Applied and extended contemporary cross-cultural theories and perspectives to a broader range of texts.
• Further extended their ability to critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1 with specific reference to transnational Indigenous literature;
• Further developed and enhanced skills in the critical reading, analysis, interpretation and discussion of literary and critical texts introduced in Year 1;
• Further developed and enhanced skills in writing expository critical essays in the field of literary studies.

Required Reading

Recommended Reading

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%.

AACL2007 ROMANCE AND REALISM
Campus Footscray Park and St Albans.

Prerequisite(s) First year foundation year units of study in Literary Studies; AACL1001 Reading Contemporary Fiction and AACL1002 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 contrasting 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 ennlightenment 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 By the end of this unit of study, students will:
• Have learned to present literary arguments in a variety of verbal and textual settings and formats;
• Have been introduced to the practice of tutorial discussion and debate in which problem-solving is an important aspect;
• Be able to negotiate literary representations of diverse cultures by studying particular literary texts.

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

Recommended Reading

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%.
ACL2014 POPULAR FICTIONS  
Campus St Albans.  
Prerequisite(s) Any two first-year Literary Studies or Professional Writing units.  
Content This unit of study examines the development of popular fictions such as detection and murder mysteries, family saga and horror. A range of print media forms will be discussed including comic-book. Issues of reader reception, writing and marketing will be examined. The third extended cultural production will be a constant frame of reference for the examination of specific texts.  
Required Reading To be advised by lecturer.  
Class Contact Thirty hours over one 12-week semester comprising a combination of lectures, tutorials and workshops.  
Assessment Essay 40%; Seminar paper 30%; Essay or research paper 30%.  

ACL2050 CHILDREN’S TEXTS  
Campus Footscray Park and St Albans.  
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 By the end of this unit of study, students will:  
• Have developed an awareness of some current issues debated around the idea of ‘children’s literature’ with particular emphasis on the Australian context;  
• Be able to critically read a range of fiction designed for children with particular reference to genre, narrative and ideology;  
• Be able to further their critical reading, analysis and application of literary theory;  
• Have further developed their writing and research skills.  
Required Reading To be advised by lecturer.  
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 Footscray Park and St Albans.  
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 representational issues facing Aboriginal and Torres Strait Islander writers who ‘re-present’ colonialism on their own terms.  
Learning Outcomes By the end of this unit of study, students will have:  
• Been introduced to, engaged with and developed critical knowledge of key colonial and postcolonial literary texts;  
• Developed sound knowledge of key concepts and approaches in the field of postcolonial literary analysis and theory;  
• Applied and extended postcolonial theories and perspectives to broader issues relating to how we understand and value cultural production, particularly in the realm of literature;  
• Further extended their ability to critically evaluate contrasting approaches to literary and critical meaning and significance introduced in Year 1;  
• Further developed and enhanced skills in the critical reading, analysis, interpretation and discussion of literary and critical texts introduced in Year 1;  
• Further developed and enhanced skills in writing expository critical essays in the field of literary studies.  
Class Contact Twenty-seven hours over one semester comprising 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 and St Albans.  
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 an autobiography, but also from diaries, letters, ‘fictional’ biography, journalism and ephemera. Issues of privacy and publication, and the role of editors, will be discussed. Some contemporary theorising of the writing subject will be examined. Gender, race and ethnicity will be a continuing focus.  
Learning Outcomes By the end of this unit of study, students will:  
• Have learned to present literary arguments in a variety of verbal and textual settings and formats;  
• Have been introduced to the practice of tutorial discussion and debate in which problem-solving is an important aspect;  
• Be able to negotiate literary representations of diverse cultures by studying particular literary texts.  
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 and St Albans.  
Prerequisite(s) 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. Versa, 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 By the end of this unit of study, students will:  
• Have learned to present literary arguments in a variety of verbal and textual settings and formats;  
• Have been introduced to the practice of tutorial discussion and debate in which problem-solving is an important aspect;  
• Be able to 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).
ACM1003 ANIMATION FOR MULTIMEDIA
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 multimedia.
Class Contact Three hours per week for one semester comprising a two-hour workshop and one-hour lecture.
Assessment Class exercise 20%; Major flash project 50%; Director project 30%.

ACM1004 DESIGN FOR MULTIMEDIA
Campus Footscray Park, St Albans and Sunway (Malaysia).
Prerequisite(s) None.
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 By the end of this unit of study, students will:
• Have developed creative and communication skills to conceptualise and execute a visual image or project;
• Be able to recognise the possible challenges and opportunities arising from the reality of the modern workplace environment;
• Be able to evaluate, understand and apply how these challenges affect design and creative production;
• Be able to look beyond ‘standard’ information sources;
• Have developed new ways of integrating knowledge.
Class Contact Three hours per week for one semester comprising a lecture and a two-hour workshop.
Assessment Four class exercises each concentrating on practising a specific skill, graded in difficulty 40%; Major project 20%; Brief writing exercise 20% Exam 20%.

ACM1005 INTRODUCTION TO WEB DEVELOPMENT
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study is designed to give students an introduction to the practical and theoretical aspects of multimedia, providing a foundation for a future career in the multimedia industry. Students learn basic principles of website production with a focus on areas such as file formats and sizes, compression, data transfer, data rates and graphic quality of web pages. The unit also examines the historical basis of the image in our century, the impact of multimedia on communication, and future directions in multimedia technology.
Learning Outcomes By the end of this unit of study, students will have:
• A foundational knowledge of specific computer systems and software packages associated with website production;
• The ability to be self directed;
• An understanding of origins and development of the World Wide Web;
• An understanding of copyright issues in relation to the World Wide Web;
• An understanding of some of the social implications of World Wide Web and make informed predictions of future uses of the web.
Class Contact Four hours per week for one semester comprising a one-hour lecture and three-hour workshop.
Assessment Project documentation 20%; Reading journal 20%; Website development 60%.

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 By the end of this unit of study, students will have:
  • An understanding of the principles of visual, aural and media literacy for the development and production of digital video and sound;
  • An understanding of basic terminology, borrowed from filmmaking, and sound production;
  • The ability to investigate the interconnections between sound and digital video;
  • An understanding of the process required to plan, shoot and edit sound and video projects.
Assessment Soundscape 20%; Video monologue script and storyboard 20%; Video monologue project 40%; In-class test 20%.

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 By the end of this unit of study, students will have:
• An understanding of origins and development of the World Wide Web;
• An understanding of copyright issues in relation to the World Wide Web;
• An understanding of some of the social implications of World Wide Web and make informed predictions of future uses of the web.
Class Contact Two hours per week for one semester comprising a two-hour workshop.
Assessment One-in-class exercise 10%; Director project 40%; Flash project 50%.

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION
Campus Footscray Park, St Alans and Sunway (Malaysia).
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. Students will develop practical content for current and future technology applications. Study will include practical exercises such as developing games concepts appropriate for use on mobile phones. The unit will have a theoretical component where research methods to enable students to keep abreast of technological changes will be identified and explored. Students will also gain skills in interactive design including interactive game design theory and practice.
Learning Outcomes By the end of this unit of study, students will have:
- An understanding of research tasks using a variety of techniques;
- A basic understanding of instructional design theory and practice;
- A basic understanding of interactive game design concepts and practice;
- Content development skills for a variety of new technology applications.
- Experience in co-operative learning and group work.
- Beacham, J 2005, Succeeding through innovation: 60 minute guide to innovation, turning ideas into profit, UK Department of Trade and Industry, viewed at: http://www.dti.gov.uk/innovation.
- Recommended Reading Albers, 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%.

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 data base integration. Students are expected to spend at least five hours a week out of class experimenting with ideas and developing technical skills.
- Learning Outcomes By the end of this unit of study, students will have:
  - An understanding of practical advanced programming using programs such as Flash;
  - A basic practical knowledge of advanced programming techniques;
  - 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 38. During the semester students will learn skills in special effects and interactive DVD production using Final Cut Pro video post-production software and DVD Studio Pro.
Learning Outcomes By the end of this unit of study, students will have:
- An understanding of practical DVD production using programs such as DVD PRO and Final Cut;
- Practical knowledge of DVD production including the development of an individual and a group project;
- 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%.

ACM3004 GRADUATING PROJECT
Campus Footscray Park and St Albans.
Prerequisite(s) All multimedia units.
Content The purpose of this final semester unit is to fine-tune technical and creative skills through the production of an individual graduating project. Students are encouraged to assist each other with their final projects. The major project will be based on a script approved by the tutor. This project demonstrates skills in scriptwriting, design, use of sound, effective use of multimedia software, production planning and management. The project can be a creative or commercial work.
Learning Outcomes By the end of this unit of study, students will have:
- Produced a completed graduating project of their own choice;
- Revised skills in using software required for the graduating project.
Required Reading Berkun, S 2005, The art of project management, O'Reilly, Beijing.
Class Contact Two hours per week for one semester comprising a two-hour workshop.
Assessment Blog participation and documentation 15%; Concept demonstration 10%; Alpha test 10%; Final project 65%.

ACM3005 INDUSTRY AND EMPLOYMENT CONTENT
Campus Footscray Park, St Albans and Sunway (Malaysia).
Prerequisite(s) Nil.
Content This unit of study has been designed to prepare students for employment in a wide range of professions that they are qualified to undertake as a result of their degree studies in multimedia. Students will undertake practical exercises to learn research techniques for employment. During the unit they will receive personal advice to develop a professional curriculum vitae and other employment aids such as show-reels and/or demonstration websites. Students who have received an average mark of credit or above in their multimedia studies are eligible to participate in an industry placement program. Students will increase their industry awareness of professional associations and exhibition opportunities through instruction in this unit.
Learning Outcomes By the end of this unit of study, students will have:
- An understanding of employment research skills using a variety of techniques;
- Practical experience in the multimedia industry through the placement program;
- Industry awareness and knowledge of employment trends in the multimedia industry;
- A professional CV and portfolio;
- Career goals and an employment plan.
Class Contact One two-hour workshop per week.
ACM4001 THEORY AND RESEARCH IN MULTIMEDIA

Campus Footscray Park and/or St Albans.

Prerequisite(s) Bachelor of Multimedia Systems

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

Required Reading To be advised by lecturer.


Class Contact One 90-minute weekly seminar together with directed studies, and attendance at Departmental research seminars.

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

ACM4002 MULTIMEDIA RESEARCH PROJECT

Campus Footscray Park and/or St Albans.

Prerequisite(s) ACM4001 Theory and Research in Multimedia.

Content Each student will design and carry out an independent piece of research that will generate a final piece of work for submission and assessment. There are two basic options for this major project: a creative project involving production of a multimedia work or collection of works (e.g. for web, CD-Rom, DVD) together with an accompanying essay; and a theoretical study into 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 Content 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.

Learning Outcomes By the end of this unit of study, students will be able to:

• Demonstrate knowledge and understanding of website theory and practice through the production of websites utilising industry standard software;

• Apply workplace process models to their own practices;

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

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

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 By the end of this unit of study, students will 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. See Recommended Reading list.


Class Contact
Two hours per week for one semester.

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

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 experience, and to write short stories and short film scripts. Students read a variety of personal writing, from poetry to essays, and a range of mainly Australian short stories by established writers and film scripts which have been produced as films. Students also read the published fiction of Professional Writing students in the literary magazine Offset, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of writing and creative writing, and on the contexts in which creative writers work. The unit also features short film screenings and guest lectures by creative writers.

Learning Outcomes
By the end of this unit of study, students will:
- Have developed skills in analysis and discussion of diverse types of creative writing;
- Have explored and practised the techniques of expression and reflection in personal writing, and of imagination, innovation, composition and revision in short story writing, and in short film scriptwriting;
- Have developed the ability to explain and critique their own creative writing in relation to creative writing conventions and to the work of other creative writers;
- Have developed the ability to critique constructively the work of their peers;
- Have learned about current work practice in the publishing and film production industries;
- Be prepared for more advanced studies in self, fiction and performance writing at second and third year levels.

Required Reading
Unit reader (available from campus bookshop).

Recommended Reading

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

Assessment
Autobiographical story and critique 20%; Short story and critique 30%; Short film script and critique 30%; Four portfolio pieces 20%.
Assessment

One print advertisement assignment 30%; One feature article 40%; One media writing portfolio 30%.

ACP1234 READING AND WRITING PLACE

Campus Footscray Park and St Albans.

Prerequisite(s) ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing or ACP1001 Reading Contemporary Fiction; ACP1002 Studying Poetry and Poetics.

Content

What is our connection to place? What does it mean to talk about a sense of place? In this unit of study students will engage with creative and theoretical ideas about the meaning of place to us as individuals and communities. The focus will be on some of the theoretical and creative works that centre on genealogies of place; on the way memories and stories are attached to places and on the importance of place, and of reclaiming or rewriting place, to individual and community identity. This unit will blur and test the boundaries between writing and reading, between creativity and reflection, between theory and practice. Students will be encouraged to explore contemporary issues related to place, to engage with creative works by novelists, poets and other writers about place (novels, short stories, poems, memoirs, travel writing and essays), to research thematic and conceptual materials, to engage critically with theory and philosophy and to explore the meaning of place through their own writing in a range of genres. This unit of study is available to both Literary Studies and Professional Writing students. Students will be asked to produce a critical essay and a creative work.

Learning Outcomes

At the completion of this unit of study, students will have developed:

- Developed creative writing skills across a number of genres presented and discussed during the unit;
- Developed their skills and ability to communicate ideas through both creative and critical writing;
- Developed their capacity for independent thinking;
- Developed their skills in critical and analytical thinking through reading, discussion and writing;
- Developed their skills in reading and interpreting theoretical materials on place;
- Developed the critical tools required to write, redraft and edit their writing.

Required Reading

Gibson, R 2002 Seven versions of an Australian badland, University of Queensland Press, St Lucia. Bachelard, G 1958, The Poetics of Space, Beacon Press, Boston. Other texts will be set by the lecturer.

Recommended Reading


Class Contact

Twelve one-hour lectures and twelve 90-minute workshops for one semester.

Assessment

A short creative piece developed from workshop exercises (due week 5) (500 words) 15%; An analytical essay (2000 words) 50%; A substantial creative piece in any of the following genres: short story, personal or lyrical essay, short memoir, travel essay/story (1500 words) 35%.

ACP2064 WRITING AND CULTURAL DIFFERENCE

Campus St Albans.

Prerequisite(s) Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing or ACC1047 Culture and Communication; ACC1048 Media, Culture and Society. Exemptions to these prerequisites may be granted by the discipline leader or unit coordinator on a case-by-case basis.

Content

This unit is designed to introduce students and critics to the categories of ‘culture’ and ‘difference’ and the current debates surrounding the categories and status of ‘migrant’, ‘multicultural’, ‘Indigenous’ and ‘Australian writing’ by looking at a selection of contemporary Australian writing that challenges or redefines notions of Australian identity, literary history and cultural production. The focus is on: creative works written by Australian Indigenous writers and writers from non-English speaking backgrounds; writing that has arguably been produced from the ‘margins’ of dominant Australian literary traditions and that locates itself explicitly in terms of difference from and critical of those dominant traditions. Though the focus is ethnicity and race, the intersections between gender, sexuality, class, race and ethnicity will be considered, and the privileging of the ‘dominant’ groups will be scrutinised. Through the semester there will be sustained emphasis on critical frameworks that attempt to locate the aesthetics of ‘difference’ within a broader notion of the politics of difference/difference as politics.

Required Reading

To be advised by lecturer.

Class Contact

Thirty contact hours per semester, comprising lectures, workshops and mixed-mode delivery.

Assessment

Analytical essay 45% Creative piece 45%; Folio piece 10%.

ACP2067 GENDER AND GENRE IN SHORT FICTION

Campus St Albans.

Prerequisite(s) First year units of study in Professional Writing and/or Literary Studies and/or Communication Studies and/or Gender Studies.

Content

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

Learning Outcomes

At the end of this unit of study, students will:

- Develop an understanding of the key terms ‘gender’ and ‘genre’;
- Develop both academic and creative skills;
- Become familiar with theoretical and creative writing in the specific genres taught.

Required Reading

To be advised by lecturer.

Recommended Reading


Class Contact

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

Assessment

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

ACP2069 WRITING FOR THE WEB

Campus St Albans.

Prerequisites (Normally) ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing.

Content

This unit of study examines form and content areas in web publication, and develops creative, journalistic and corporate writing skills for the web. The unit explores the diversity of web publications and electronic communities, and enables students to research and practise writing for the web. Topics covered include: writing for print compared to computer screen; online writing genres, including hyperfiction, weblogs, web bios, web news and features, web newsletters, intranets, home and content pages; the electronic publishing industry; interactivity, linearity, and functionality; web audiences and web communities. Skills taught will include: writing simple HTML code; understanding and writing hyperlinks; web research, including assessing online information quality, accessing online sources, and online interviewing; writing styles and editing for web publication; page design; mainstream and niche web publishing forms.

Learning Outcomes

By the end of this unit of study, students will:

- Be able to analyse and discuss the structural and stylistic qualities of diverse genres of writing on the web (World Wide Web);
- Be able to explore and practise the techniques of creative expression in hyperfiction, of computer-assisted research, story structure and linking in web journalism, and of information architecture and clarity in corporate web writing;
- Be able to generate and write original fiction, journalism and corporate web writing for publication on the web;
- Be able to utilise the capacities of social software (blogs, wikis, Google Docs) for information sharing and publication on the web;
- Have developed the ability to critique constructively the work of student peers;
- Be familiar with key concepts underpinning digital literacy and communication, web communities and web networks.
Required Reading
To be advised by lecturer.

Recommended Reading

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

Assessment
Hyperfiction or web journalism or corporate web writing assignment 50%; Portfolio comprising five edited and revised pieces of web writing from workshops 50%.

ACP2070 EDITING PRINCIPLES AND PRACTICE
Campus St Albans.
Prerequisite(s) Normally ACP1054 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 and influence in history and contemporary society. Students will learn a range of practical techniques and applied theories of text editing in the context of small press and desktop publishing. The unit looks at the principles and practice of structural editing, copy editing, proof reading and the forms of communication used by editors, designers, authors and printers. It also includes consideration of communications law in relation to editing and publishing, such as copyright law.

Learning Outcomes
By the end of this unit of study, students will:
• Have gained a general understanding of the role of editing in the publishing industry and society in general;
• Be able to solve simple and complex editorial problems in a range of social and employment contexts;
• Have studied the principles and practices of structural editing, copy editing, proof reading and the forms of communication appropriate to these areas, have obtained basic professional editing skills;
• Be able to work collectively and communicate effectively as a result of group assessment;
• Have obtained basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

Required Reading

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

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

ACP2078 PERFORMANCE WRITING
Campus St Albans.
Prerequisites ACP1053 Introduction to Creative Writing; (Normally) ACP1054 Introduction to Media Writing; or demonstrated interest and competence in performance writing, including a folio of writing.

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

Learning Outcomes
By the end of this unit of study, students will:
• Have developed their performance writing skills in various formats;
• Have established a critical understanding of performance writing formats;
• Be able to understand the basics of dramatic story-telling, characterisation, conflict and dialogue;
• Have had exposure to professional theatrical workshops.

Required Reading
Performance Writing Book of Readings. Recommended Reading

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

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

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE
Campus St Albans.
Prerequisite(s) Normally ACP2070 Editing Principles and Practice

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.

Learning Outcomes
By the end of this unit of study, students will:
• Have gained a general understanding of the role of editing in the publishing industry and society in general;
• Be able to solve simple and complex editorial problems in a range of social and employment contexts;
• Having studied the principles and practices of structural editing, copy editing, proof reading and the forms of communication appropriate to these areas, have obtained basic professional editing skills;
• Be able to work collectively and communicate effectively as a result of group assessment;
• Have obtained basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

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

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

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

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY
Campus St Albans.
Prerequisite(s) Completion of second year Professional Writing units (including ACP2070 Editing Principles and Practice) and/or completion of ACC3045 Video Production.

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

Learning Outcomes
By the end of this unit of study, students will:
• Have developed the necessary skills to plan and construct documentary scripts and films of broadcast standard;
• Have further developed their range of technical skills involved in television and audio production;
• Have developed professional scriptwriting and pre-production skills;
• Have developed an understanding of the ethical and the aesthetic dimensions of documentary production;
• Be able to work in team settings that require punctuality, cooperation, mutual respect and assessable outcomes.

Required Reading
A Book of Readings. Recommended Reading

Class Contact
One-hour lectures screening and one two-hour workshop, some mixed-mode assessment.

Assessment
Proposal and treatment for individual documentary 20%; Critique of a documentary OR critique of a first draft script via WebCT 20%; Final script OR final production 60%; (for production students 40% of the 60% will be a group mark for each production unit, with 20% as a mark for individual contribution to the project).
ACP3051 WRITING FOR PUBLIC RELATIONS AND ADVERTISING

Campus St Albans.
Prerequisites Normally ACP1053 Introduction to Creative Writing; ACP1054 Introduction to Media Writing; ACP2070 Editing Principles and Practice.

Content What does it mean to be a citizen in Australian society? What are a citizen's rights to express an opinion and participate in a democratic society? Public relations are often confused with men in grey suits and a great deal of handshake advertising with gimmicky and the corporate product. Yet 'relating' to the 'public' is not a specialist activity. We all have the right to be involved in the 'public sphere', promote different forms of information, hold 'public opinions' and persuade others of our point of view. In this unit of study we look at some theoretical and social contexts for public relations and advertising and the different perspectives involved. We consider beliefs and ideology, the public sphere and public opinion, the media, rhetoric, arguments and audiences. In the section on advertising, we look at the economics, regulation and production of advertising and methods of reading its meanings. Students will have the opportunity to analyse the professional writing skills covered and develop their own writing skills.

Learning Outcomes By the end of this unit of study, students should have an understanding of:

- Public relations as a form of writing and communication and the way it is practised by different agents, political organisations, corporate groups and social movements in the public sphere;
- How to respond to public relations problems in a written way and manage public relations messages;
- Media relations and writing for the media;
- The methods of persuasion in public relations and a critical sense of how this persuasion works in public relations messages;
- How 'publics/audiences interpret and understand public relations writing;
- Why the 'form', narrative and structure of a message is as important to consider as its 'content';
- Different forms of writing in public relations for different media, the publics and organisations.


Class Contact 2.5 hours per week for one semester comprising one one-hour lecture and one 90-minute workshop.

Assessment Media release 20%; Media kit with printer's instructions 40%; Two portfolio exercises 20%; In-class tests 20%.

ACP3053 ADVANCED FICTION WRITING

Campus St Albans.
Prerequisites ACP1053 Introduction to Creative Writing and either ACP2067 Gender and Genre in Short Fiction or ACP2064 Writing and Cultural Difference, or demonstrated interest and competence in creative writing. A folio of creative writing may be requested prior to enrolment.

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

Learning Outcomes By the end of this unit of study, students will have:

- Further developed their short story writing skills to complete at least one short story of publishable standard;
- Explored a variety of fiction writing techniques and approaches behind the most compelling fiction;
- Engaged in a variety of workshop writing activities aimed at extending their writing ability;
- Acquired critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers;
- Engaged in aspects of creative writing theory and research that will give them a sound basis for further academic study in the area of creative writing;
- Examined the range of approaches and techniques used by contemporary fiction writers and develop their critical reading skills;
- Developed an understanding of current publication opportunities and work towards presenting their work for publication;
- Increased their awareness of the various grants, websites and networks that are available for writers.

Recommended Reading To be advised by lecturer.


Class Contact Thirty hours for one semester, comprising lecture/seminars, workshops and mixed-mode delivery.

Assessment Short story 25%; Longer short story 50%; Book review or research report 30%.

ACP3055 PROFESSIONAL WRITING PROJECT

Campus St Albans.
Prerequisite(s) A minimum of seven semester-length units towards the Professional Writing major, including ACP2070 Editing Principles and Practice.

Content This unit of study is designed to enable students to further develop, integrate and apply writing expertise and skills, and to familiarise them with the demands made on professional writers in the professional environment. Two options are available to students. The choice of option will depend partly on each student's particular writing interests and partly on the availability of an appropriate placement.

Option 1 – Group project. This involves a group of students participating in a substantial writing and/or publishing project that requires each one to contribute to the project and to undertake a range of writing/publishing/performance tasks to ensure the project's satisfactory completion. Examples of such projects include: editing and publishing a literary magazine; writing and producing a weekly campus newspaper or magazine-style radio program; development, production and ongoing maintenance of a writing-based website. The contribution of each student to the project should constitute the equivalent of a third of a full-time load of study (ie at least 130 study hours across the semester to a maximum of 180 study hours). Each group will be supervised by a writing lecturer and will meet regularly with their designated supervisor.

Option 2 – Work integrated project/placement. This involves an industry placement in an area of interest to the student in an organisation which employs professional writers and is able to provide adequate professional oversight of a student on placement. During the placement the student is expected to engage in a range of writing tasks within the organisation and to compile a folio of writing pieces developed and refined/published. The placement is expected to equate to a minimum of 15 days of full-time employment. Students have the option of sourcing their own potential placement which then needs to be approved by the unit co-ordinator. The co-ordinator may provide assistance to students in sourcing suitable placements.

Required Reading To be advised by lecturer depending on selected option.

Class Contact Depends on option selected. Option 1 – regular weekly/fortnightly meeting of the group with the academic supervisor; Option 2 – placement orientation seminar plus 15 days placement plus participation in end-of-semester debriefing seminar.

Assessment Each option includes the capstone task.

- Option 1 – Folio of individual work contributed to the group project 60%; Final group achieved project outcome 20%; Capstone task, 20%.

- Option 2 – Folio of work produced in the placement 60%; Job search report/job application 20%; Capstone task 20%.

Note that the capstone task comprises a representative portfolio of assessed work produced in Professional Writing units throughout the degree, and a critical reflection on the relevance of the Professional Writing course to future work in the Professional Writing field. Note also that to pass this unit it is required that the quality of work produced by
SCHOOL OF COMMUNICATION, CULTURE AND LANGUAGES

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 By the end of this unit of study, 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;
- Have developed 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-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 By the end of this unit of study, 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.

Recommended Reading Nil, but students are encouraged to browse through the simplified Spanish readers in the library in their own time.
Class Contact Two-hour workshops plus a one-hour self-directed computer lab session per week.
Assessment Weekly written assignments 20%; End of unit tests (aural comprehension and written) 20%; Group dialogue (class presentation) 10%; Aural comprehension exam 10%; Final written exam 30%; Individual oral exam 10%.

ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA
Campus Footscray Park.
Prerequisite(s) Intermediate Spanish B or equivalent level of proficiency in Spanish.
Content 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 unit of study surveys these developments from the origins of these nations in the very early civilizations in the Iberian Peninsula and the New World to the often fraught and conflictive creation of modern, democratic forms of government, and of the legal, social and economic institutions that continue to shape the character of these nations, their languages and cultures, in our own times.

Learning Outcomes By the end of this unit of study, students will:
- Be able to deploy a range of resources to enable them to discuss with confidence most of the more important historical, sociopolitical and economic developments related to the construction of nationhood in both Spain and Latin America;
- Have developed a good conceptual understanding of the major factors that have contributed to the contemporary cultures that are distinctive of Spain and of the different Latin American countries, in a variety of written and oral tasks;
- Demonstrate increased analytical and conceptual awareness of similar issues, and apply this new awareness and understanding to other units of study in their degree;
- Be able to stimulate informed debates on the histories and cultures of these regions, either for personal enrichment or career enhancement.
- Deploy their new conceptual understandings and skills in similar, or related areas of knowledge and research.


Class Contact Three hours per week for one semester, comprising classes and seminars.
Assessment Weekly written assignments 40%; Individual class presentation and research essay 25%; Final written exam 35%. A pass in all components of the assessment is required to pass this unit. The assessment is subject to revision, depending on the composition of the group and number of students taking the unit as part of their Spanish and Spanish Studies major and those taking it as part of the International Studies program, the International Communication and International Cultural Studies major or as a unit to complement their degree in the Faculty of Arts or across the university. Those students taking the unit not as part of their Spanish major will be allowed to write their assignments in English and use English as a language of discussion and class participation. Any change in the assessment will be negotiated between students and lecturer.

ACS2083 INTERMEDIATE SPANISH A
Campus Footscray Park.
Prerequisite(s) 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 written 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 By the end of this unit of study, students will:
• Be able to use all the grammatical structures outlined above with some degree of confidence;
• Have unit 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;
• Be equipped to understand and use cognates and common idiomatic expressions in their assigned tasks;
• Be able to summarise the main points of a given text, with guidance from the lecturer;
• Have 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) ACS2083 Intermediate Spanish A 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 previous units and throughout the teaching of the entire major, 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 By the end of this unit of study, students will:
• Have developed competence in the use of the subjunctive, both present and past;
• Have extended their working vocabulary in the appropriate contexts presented in the unit;
• Continue developing their ability to respond to a wide variety of oral, written and aural texts;
• Understand and use a wide range of cognates and common idiomatic expressions in their assigned tasks;
• Be able to summarise the main points of a given text and present it orally;
• Continue to develop knowledge and understanding of the history and culture of Latin America.

Recommended Reading Sammaniego, F (et al) 2004 Mundo 21, 3rd edn, Houghton Mifflin Company, Boston. A good Spanish dictionary, such as: Pequeno Larousse ilustrado, and a good Bilingual English-Spanish dictionary, such as Collins, as indispensable learning and consultation tools.


Class Contact Three hours per week for one semester comprising classes and seminars, as well as a 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%.

ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE

Campus Footscray Park.

Prerequisite(s) Intermediate Spanish B or equivalent.

Content In this unit of study, students will learn about the organisation of corporations, their legal structure and limitations. They will be able to understand simple banking and finance documents and transactions; 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, students 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 By the end of this unit of study, students will:
• Have attained the linguistic skills, knowledge and terminology for conducting business activities in Spanish;
• Be able to deploy 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;
• Be able to 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;
• Have gained a better understanding of cultural appropriateness in business transactions and meetings involving Spanish-speaking individuals and corporations;
• Have gained a better understanding of 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 Exito, 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/la/la/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.

ACS3085 INTRODUCTION TO INTERPRETING AND TRANSLATION

Campus Footscray Park.

Prerequisite(s) Intermediate Spanish B or equivalent.

Content The content of this unit of study consists of a range of texts, oral and written, for classroom practice, and for individual and group assignments. The texts will expose students to a wide variety of domains, and of stylistic variation, which will develop their linguistic skills and cognitive abilities. Some fundamental theoretical notions will be introduced by means of extracts from different texts, with the purpose of providing students with a common framework for analysis and discussion of the material presented in class. These texts will also include some poetry extracts towards the end of the course, and relationships between form and meaning will be emphasised throughout, with an emphasis on communicative competence in all activities.

Learning Outcomes By the end of this unit of study, 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;
• Have a basic understanding of the nature of the work undertaken by interpreters and translators, as skilled professionals in their own right;
• Have the capacity to 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;
Be better prepared to work alongside interpreters and translators and/or to become further involved in areas such as language services provision or policy.

**Required Reading**


**Recommended Reading**


**Class Contact** Three hours per week for one semester comprising classes and seminars, plus individually arranged mentoring time with first year students (for mentoring assignment).

**Assessment**

- Weekly written assignments, including translation exercises 20%;
- Class translation exercises 10%;
- Interpreting simulations/role playing (in-class) 10%;
- Translation project (group) 20%;
- Translation project (individual) 30%

A pass in all components of the assessment is required to pass this unit.

**AC53086 ADVANCED SPANISH TEXT AND CONTEXT**

**Campus Footscray Park.**

**Prerequisite(s)** AC52084 Intermediate Spanish B or equivalent level of proficiency in Spanish.

**Content**

The content of this unit of study 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 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 (projected clearly) and style (narrative, descriptive, expositional, argumentative, etc.), as well as the needs and constraints of the particular contextual configuration (situation) in which a given text is produced. A similar approach will inform students’ oral tasks and presentation, whether group or individual. The 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 others’ drafts and those produced by other classmates, to the final stages of revision and group editing. Students will then be expected to revise, proof read and edit their own work individually, thus further developing their skills and confidence as writers and producers of texts.

**Learning Outcomes**

By the end of this unit of study, 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;
- Be able to 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;
- Be able to share the knowledge and understandings gained through the completion of all tasks in this unit, and apply the gained knowledge to similar texts and contexts, for personal enrichment and professional development.

**Recommended Reading**

By the end of this unit of study, students will:

1. Be able to deploy a range of resources to enable them to identify the main characteristics of more complex oral and written texts in Spanish;
2. Have developed a good understanding of the communicative aspects of texts, and particularly written texts, as products arising in a particular sociocultural context;
3. Demonstrate increased analytical and linguistic skills and strategies, and apply new understandings of writing as a process and a product, to other units of study in their degree;
4. Use these enhanced skills to better understand, read, write and analyse complex texts in other languages, in a variety of contexts and styles, working collaboratively or as autonomous individuals;
5. Deploy their new conceptual understandings and skills in similar, or related areas of knowledge and research.

**Required Reading**

- El Coronel no tiene quien le escriba, Bonechi Editores, Barcelona, or latest annotated edition. Fuentes, C, Grau, 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 Diccionario 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 oral and written assignments 20%;
- Weekly written assignments 15%;
- Group class presentation 15%;
- Individual piece of specialised writing/research essay 20%;
- Final examination 30%. A pass in all components of the assessment is required to pass this unit.

**ACS3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE**

**Campus Footscray Park.**

**Prerequisite(s)**

- ACS2084 Intermediate Spanish B or equivalent level of proficiency in Spanish.

**Content**

This unit of study will introduce students to a range of short stories and poetry selections written by Latin Americanauthors, mostly in contemporary times. The selections are presented in chronological perspective, and the specific temporal features of the context in which they are situated will be highlighted, with a view to advancing students’ linguistic understandings towards increasingly more complex texts, both in the conceptual and linguistic levels. The short stories and poems selected from studies 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**

By the end of this unit of study, students will:

- Be able to share the knowledge and understandings gained through the completion of all tasks in this unit, and apply the gained knowledge to similar texts and contexts, for personal enrichment and professional development.

**Recommended Reading**

- Anderson IE, Historia de la literatura hispanoamericana, (any edn).
Class Contact Three hours per week for one semester comprising classes and seminars.
Assessment Weekly written assignments 30%; Weekly presentation of individual assigned readings 10%; Group project 20%; Individual class presentation 30%; Short story workshop 10%.

ACS3088 CINEMA IN SPAIN AND LATIN AMERICA
Campus Footscray Park.
Prerequisite(s) Intermediate Spanish B or equivalent level of proficiency in Spanish.
Content This unit of study will start with 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 distant conditions, in both Spain and Latin America from the beginning of the 20th century down to our times. It will then trace the main characteristics of these industries, as simultaneously opposed to, derivative of and complementary to, the Hollywood production and distribution system. It 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 checkered histories.
Learning Outcomes By the end of this unit of study, students will:
- Have acquired the necessary cultural and historical knowledge to understand, analyse and discuss films produced in Spanish-speaking countries;
- Have developed the ability to scan films for their semiotic content and relate and understand to this unit their specific cultural and sociopolitical content;
- Have acquired a thorough understanding of the cultural and sociopolitical forces that have shaped and transformed the development of this form of communication;
- Have acquired 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;
- Be able to 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.


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.

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 Civilization 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 By the end of this unit of study, 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 Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

ACV1002 BASIC VIETNAMESE B
Campus Footscray Park.
Prerequisite(s) Normally ACV1001 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 By the end of this unit of study, students will:
- Be able to use the Vietnamese language in simple conversations;
- Be able to read and write short paragraphs, notes and messages in Vietnamese;
- Have Developed skills sufficient to move onto the intermediate level.

Required Reading Vietnamese Reader and handouts.


Class Contact Four hours per week for one semester, comprising two two-hour seminars.
Assessment Weekly assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

ACV2001 INTERMEDIATE VIETNAMESE A
Campus Footscray Park.
Prerequisite(s) ACV1002 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. Audiotapes, video clips and similar materials are used to enhance students’ listening skills.

**Learning Outcomes**
By the end of this unit of study, students will:
- Engage successfully in basic conversations;
- Read and understand simple texts;
- Be able to write short compositions about their lives;
- Have gained a sound understanding of contemporary Vietnamese society and culture.

**Recommended Reading**

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

**Assessment**
Weekly in-class exercises 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

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

**Learning Outcomes**
By the end of this unit of study, students will:
- Be expected to express themselves with confidence on a wide range of subjects;
- Be able to read Vietnamese newspapers with the aid of a dictionary;
- Be able to write short essays on several topics.

**Required Reading**
Vietnamese Reader and handouts.

**Recommended Reading**

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

**Assessment**
Weekly in-class exercises 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.

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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 contemporary Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam faced two striking phenomena: the impact of increased globalisation and the establishment of the Vietnamese diaspora. In both cases, Vietnamese people have had to define and redefine their identity. This process of defining and redefining identity is reflective of on the one hand, the cultural construction undertaken by Vietnamese people during the post-war era; and on the other hand, the interaction between Vietnam and the world. Topics include: the culture of war; the politics of globalisation and poetics of diaspora; the postcolonial mentality; post-communist culture; the link and dialogue between diaspora and homeland; the concept of identity as a cultural product; the changing face of ‘Vietnameseness’; and the cultural memory of the Vietnamese community in Australia. These topics will be studied through the eyes of historians, artists, journalists, filmmakers and writers in Vietnam and abroad.

**Learning Outcomes**
By the end of this unit of study, students will have:
- An understanding of continuity and change in Vietnamese culture and society after the Vietnam War;
- An understanding of the impact which the Vietnamese culture of war left on post-war Vietnam;
- An understanding of the impact of globalisation on Vietnamese society;
- An understanding of the relationship between the Vietnamese diaspora and their homeland;
- An understanding of the politics of globalisation and diaspora generally;
- The capacity to work with Vietnamese people in Vietnam and abroad, including Australia.

**Recommended Reading**
As in the Vietnamese community in Australia. Audiotapes, video clips and similar materials are used to enhance students’ listening skills.

**Assessment**
Weekly in-class exercises 40%; Mid-semester test 20%; 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 ‘Vietnameseness’; and the cultural memory of the Vietnamese community in Australia. These topics will be studied through the eyes of historians, artists, journalists, filmmakers and writers in Vietnam and abroad.

**Learning Outcomes**
By the end of this unit of study, students will have:
- An understanding of continuity and change in Vietnamese culture and society after the Vietnam War;
- An understanding of the impact which the Vietnamese culture of war left on post-war Vietnam;
- An understanding of the impact of globalisation on Vietnamese society;
- An understanding of the relationship between the Vietnamese diaspora and their homeland;
- An understanding of the politics of globalisation and diaspora generally;
- The capacity to work with Vietnamese people in Vietnam and abroad, including Australia.

**Recommended Reading**
As in the Vietnamese community in Australia. Audiotapes, video clips and similar materials are used to enhance students’ listening skills.

**Assessment**
Weekly in-class exercises 40%; Mid-semester test 20%; End-of-semester examination 40%.

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**ACV3011 VIETNAMESE FOR BUSINESS**

**Campus**
Footscray Park.

**Prerequisite(s)**
ACV2002 Intermediate Vietnamese B or equivalent language level.

- An understanding of comparative civilisations and cross-cultural environments;
- The capacity to work with Vietnamese people in Vietnam and abroad, including Australia.

**Required Reading**

**Recommended Reading**

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

**Assessment**
Film/book review 20%; Essay 40%; End-of-semester examination 40%.
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 By the end of this unit of study, students will:
- Have gained a deep understanding of Vietnamese traditions, beliefs and customs;
- Be able to read and complex writings in Vietnamese;
- Write long essays in Vietnamese.

Required Reading

Recommended Reading

Recommended 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 30%; Essay 30%; End-of-semester examination (oral and written) 40%.

ACV3013 VIETNAMESE FILM AND MEDIA
Campus Footscray Park.
Prerequisite(s) ACV3011 Vietnamese for Business, 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.

Required Reading

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.

Learning Outcomes By the end of this unit of study, students will:
- Have gained a deep understanding of the history of Vietnamese language;
- Have gained an understanding of change and variation in the Vietnamese language;
- Be able to understand the scholarly writings in Vietnamese;
- Be able to use Vietnamese material as a tool for research.

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 30%; Essay 30%; End-of-semester examination 40%.

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 By the end of this unit of study, students will:
- Have gained a better understanding of the history of Vietnamese literature;
- Have developed the skills of analysis and interpretation of literary texts;
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 By the end of this unit of study, students will have:
• An understanding of what ‘gender conscious’ analysis means, and the ability to apply this in a variety of contexts;
• An understanding of some of the institutional and cultural issues affecting men and women in contemporary Australia;
• The ability to undertake and complete a small, qualitative research project;
• A familiarity with the books, journals and some of the other library resources relevant to Gender Studies.

Required Reading
Book of Readings

Recommended Reading

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 By the end of this unit of study, students will:
• Have been introduced to theories of gender representation;
• Have engaged with a variety of texts (written, visual and spoken) in which gender is represented;
• Have been taught how to 'read' and understand the representation of femininity and masculinity in texts through the application of theoretical frameworks;
• Be encouraged to think critically and participate in debates around gender representation in tutorials.

Required Reading
Book of Readings

Recommended Reading
Harris, A (ed) 2004, All about the girl: culture, identity in Australia 1788 to the present, 4th edn UNSW Press, NSW.

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 By the end of this unit of study, students will:
• Be able to identify major discourses and academic contributors to these discourses on the contemporary Australian state;
• Be able to provide a ‘gender analysis’ of these discourses;
• Have applied their knowledge to constructing a critical case study utilising social research methods;
• Be able to apply these knowledges and skills in roles in research, policy and service delivery in human service professional areas.

Required Reading
ACW2021 Gender on the Agenda: 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 Article review 30%; Major research project 70%.

ACW2022 RESEARCHING GENDERED LIVES
Campus St Albans.
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 By the end of this unit of study, 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;
• Be able to 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

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

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

ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT
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 intersection 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** By the end of this unit of study, 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 (practicum).

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


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

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

**ACW3019 GENDER, SCREEN, IDENTITY** 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 feed into the construction of gendered social identities. It looks at the development of feminist screen theories and classical film texts; the impact of feminism on popular culture; and constructions that question, subvert or critique conventional gender representations.

**Learning Outcomes** On completion of this unit of study, students will have gained knowledge, skills and experience in the following areas:

- Keys issues in feminist screen theory;
- Theories about gender and representations, and about why this field of study is of importance to scholars of gender;
- Psychoanalytic approaches to understanding the pleasures of viewing narrative film;
- Arguments about gender and genre;
- Thinking theoretically about culture and cultural productions;
- Reading theoretically-informed articles about film and television;
- Contrasting theoretical paradigms;
- Undertaking analyses of media texts;
- Researching and summarising;
- Writing synthesis and argumentation.

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


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

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

**ACW3022 RETHINKING THE FAMILY** Campus St Albans.

**Prerequisite(s)** Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender and/or first year Sociology.

**Content** The aim of this 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** By the end of this unit of study, students will:

- Understand the historical forces which shaped the contemporary range of family formations;
- Have knowledge of 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.


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

**ACW3023 GENDER CROSS-CULTURALLY** Campus St Albans.

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

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

**Learning Outcomes** By the end of this unit of study, students will be able to:

- Identify gender difference and gender in different cultures and in cross-cultural situations;
- Provide an analysis of the role of gender order and relations in cross-cultural settings;
- Apply this knowledge to specific situations and events within and across communities and in broader national and international realms;
- Contribute a gendered perspective to policy and debate on matters of multiculturalism, immigration and other relevant fields;
- Apply skills learned in relevant professional positions and community settings.

**Required Reading** Gender Cross Culturally: Book of Readings


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

**ACW3024 VARIETIES OF FEMINIST THOUGHT** Campus St Albans.

**Prerequisite(s)** Normally ACW1020 Sex and Gender and 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** By the end of this unit of study, students will:

- Have an understanding of a comparative and stimulating interdisciplinary introduction to the methods and concerns of contemporary feminism;
- Be able to apply feminist theory to a range of contemporary social contexts;
- Have developed the ability to assess, analyse and synthesise political theory;
- Have the ability to apply research methods using the internet, and interrogate a site.

**Required Readings** Book of Readings.
Recommended Readings

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

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

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 abjection and mind/body dualisms with some case studies drawn from performance, law, medicine, and sport. There will be a continuing discussion of the impact on theories and perceptions of 'the body' of new technologies.

Learning Outcomes
By the end of this unit of study, students will:
• Have an understanding of the ways in which religion, medicine, science, law, art, sport and other social institutions construct bodies;
• Have 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;
• Have the ability to 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;
• Have the ability to analyse the links between theoretical thinking about bodies and political activism.

Required Reading

Recommended Readings

Class Contact
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%.

ACX1000 COMMUNICATING TRANSCULTURALLY
Campus Footscray Park.

Prerequisite(s) Nil.

Content
This unit of study introduces students to theories and research concerning the influences of culture on patterns and strategies of communication across a range of culturally and linguistically diverse settings, both within Australia and in the broader international context. Topics covered will include: diversity, identity, language and cultural pluralism in contemporary social contexts; ethnocentrism and stereotyping; cultural values, beliefs and practices; cultural awareness, respect and sensitivity; the concept of cultural competence as a response to cultural and linguistic diversity; the measurement of cultural competence and its application in various individual, group, organisational or systemic contexts; skill development in culturally competent communication models and strategies in contexts of linguistic and cultural diversity.

Learning Outcomes
By the end of this unit of study, students will have:
• Acquired knowledge about cultural and linguistic diversity and difference and applied this knowledge to the analysis of intercultural encounters, whether at the level of individual, group, organisation or system – understand the concept of cultural competence and its application in intercultural encounters;
• The ability to assess cultural competence using appropriate tools – develop skills as a competent 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

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.

ACX2001 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. The placement may be through participation in an organised short term study tour to a specified country for the purposes of formal study of the country's language, culture and society combined with experiential learning through living in the country and dealing with real-life intercultural interactions; or as part of a more sustained period of international study through a student exchange program to a university or other similar location in the designated country approved by the student's course coordinator and Victoria University.

Learning Outcomes
By the end of this unit of study, students will have:
• An understanding of other cultures and societies through experiential learning (a program of study in another country);
• Developed core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
• 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.

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

ACX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING
Campus Footscray Park.

Prerequisite(s) Normally completion of at least two thirds of the International Studies degree units (ie. 188 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’ areas of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (e.g. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit 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
By the end of this unit of study, students will:
• Understand about and experience the culture of a workplace and/or community fieldwork setting;
Be able to 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;

- Have direct experience of working independently, co-operatively and as part of a team in a real workplace or community context;
- Have Developed and applied their international studies knowledge and intercultural communication and learning skills;
- Be able to 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.

**Recommended Reading**


**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 18 days.

**Assessment**

Employer/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%.

**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.

**ACX3002 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**

By the end of this unit of study, students will have:

- Produced 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;
- Developed 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;
- Developed and applied 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%.

**ACY4001 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 anthropological, historiographical 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 and their practical application in different environments. Personal and professional ethics are explored throughout the unit content. Experienced professional guest speakers provide a grounded instruction to practice in Australia today. Students are encouraged to begin exploring their particular interests in the broad field of public relations and to begin positioning themselves to develop a career in public relations management. Students will develop their oral presentation skills, including public speaking and use of computer generated presentation aids.

**Learning Outcomes**

By the end of this unit of study, students will:

- Have explored how public relations works as a form of communication and how it differs from marketing and journalism;
- Have an overview of the history and development of public relations;
- Be able to explain the ethical and social contexts of public relations;
- Be able to examine the range of principles and practices of public relations;
- Be able to discuss persuasion and its difference from propaganda;
- Have been introduced to the different public relations paradigms operating in corporate areas, government, non-government organisations, community groups and social movements;
- Be able to reflect on the increasing role of public relations in the mass media;
- Have basic presentation and public speaking skills;
- Have an understanding of critical issues involved in crisis management.

**Required Reading**


**Recommended Reading**


**Class Contact**

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

**Assessment**

Short essay 30%; Class exercises 20%; Review of a public relations campaign (presentation and report) 50%.

**ACY2000 RESEARCH METHODS IN PUBLIC RELATIONS**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content**

There are many problems in public relations which require the use of evaluative or formative research to develop solutions. Research helps set objectives for public relations programs and campaigns, enables public relations practitioners to monitor issues and organisational image and persona and provides a way to evaluate and judge the success of particular campaigns. This unit of study will consider the use of research methods in public relations. Students will learn how to research audiences and publics in the context of public relations practice and how to interpret the results of commissioned research. The 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 public relations professional. Students will be familiarised with a range of relevant research methodologies and methods, including qualitative research and action research, surveys, content analysis, interviewing and focus groups. They will be introduced to theoretical discourses in research methodologies, in order to better choose and evaluate appropriate research tools. Ethical considerations in the choice of research methods, as well as in communicating and interpreting research data is a major focus.
Learning Outcomes In combination with ACY2004, this unit of study will encourage students to:
- Consider the range of methods and how they are applied in public relations research;
- Define research questions and choose a research design in public relations research;
- Understand the difference between public relations research and other forms of research;
- Appreciate the uses of market research, audience studies and public relations research;
- Be more critically aware and sophisticated readers of research studies undertaken in public relations by providing them with an appropriate learning environment: Comprehend the range of research skills needed when dealing with human informants;
- Present and interpret data in a professional manner;
- Engage in practical research activities and the development of a group research project in order to develop understanding and skills in professional research work.

Required Reading ACY2000 Research Methods in Public Relations: Book of Readings


Class Contact Thirty hours over one semester comprising one-hour lecture and one-hour workshop per week.

Assessment Take-home research exercise 20%; Literature review and research proposal 50%; In-class tests 30%.

ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS

Campus St Albans.

Prerequisite(s) ACY1001 Principles and Practice of Public Relations.

Content 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 media management. Students will be introduced to operational practices of different media organisations in print, radio, television, internet and mobile phones. They will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities of this dynamic relationship. Ethical concerns of both journalists and public relations practitioners are highlighted. Students will be exposed to the techniques in media production across different mediums. Students will learn specific skills in media relations including interview techniques and planning a media campaign, to enable them to work with the main media players in industry.

Learning Outcomes By the end of this unit of study, students will:
- Know how to negotiate appropriate relationships with media professionals;
- Understand the relationships between the PR and media industries;
- Be able to assess appropriate media outlets to communicate a PR campaign;
- Have developed basic interviewing skills;
- Be able to brief a client on expectations of a media producer, including interview techniques;
- Be able to develop a media campaign;
- Continue to develop an ethically grounded approach to PR practice.


Class Contact Twenty-seven hours over one semester including weekly one-hour seminar and one-hour tutorial.

Assessment Class participation and media campaign 60%; Exam (interview and client brief) 40%. Students are expected to have 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.

ACY2004 PUBLIC RELATIONS RESEARCH PROJECT

Campus St Albans.

Prerequisite(s) ACY2000, Research Methods in Public Relations.

Content This unit of study is designed to enable students to integrate and apply research skills learnt in ACY2000 Research Methods in Public Relations to a practical situation and to familiarise them with the demands made on public relations researchers in the professional environment. Students will learn to how to research audiences and publics in the context of public relations practice and to interpret the results of commissioned research. Students will have the opportunity to apply a selection of research techniques to a concrete small research project, for which they will manage and report their findings in oral and written forms. Students undertaking this unit will learn how to work independently on a public relations research project in a group situation. Students will acquire knowledge in managing, planning, conducting and analysing public relations research in a professional manner. On completion of this unit, students should have a thorough understanding of how to: use research methods; develop a research question and design; interpret, examine and present findings and recommendations in an applied situation. Students will learn how to: schedule work; work in groups on a major project; develop interpersonal skills in group situations; understand the difficulties associated with undertaking public relations research and develop skills to manage such difficulties.

Learning Outcomes In combination with ACY2000, this unit of study will encourage students to:
- Consider the range of methods and how they are applied in public relations research;
- Define research questions and choose a research design in public relations research;
- Understand the difference between public relations research and other forms of research;
- Appreciate the uses of market research, audience studies and public research;
- Be more critically aware and sophisticated readers of research studies undertaken in public relations by providing them with an appropriate learning environment; Comprehend the range of research skills needed when dealing with human informants;
- Present and interpret data in a professional manner;
- Engage in practical research activities and the development of a group research project in order to develop understanding and skills in professional research work.


Class Contact Twenty-four hours per semester, delivered in various modes including weekly seminars.

Assessment Group research report and assignment 70%; Group presentation 30%.

ACY3000 PUBLIC RELATIONS PROFESSIONAL PRACTICE

Campus St Albans.

Prerequisite(s) Normally the first two years of Public Relations major.

Content This critical unit of study provides students with key skills in planning a career, especially in public relations. The unit aims to prepare students for placement in industry organisations in the second semester unit ACY3002 Public Relations Project and Placement and to help students find graduate employment on completion of the Bachelor of Communication (Public Relations) 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
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learned in their course and how to relate them to their graduate attributes, develop a 'skills portfolio' and learn key skills in interviewing to gain a job in industry.

Learning Outcomes By the end of this unit of study, students will:

• Be prepared for placement in industry organisations in the second semester unit ACY3002 Public Relations Project and Placement;
• Be able to communicate and work in a professional situation in a collaborative and autonomous manner;
• Understand how to manage problems in workplace contexts;
• Be familiar with employment rights, issues of equity and industrial relations and processes of accountability and responsibility in work environments;
• Have developed a career plan for future employment destination;
• Have acquired basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements;
• Understand future trends in employment and how to network in industry;
• Have completed a skills portfolio, a professional resume and personal career graduate attribute map.

Required Reading ACY3001 Public Relations Campaigns and Management: The secrets of getting a job, Hyland House. Madero, F 2005, How to get the job you want, New Holland. A number of other texts will be discussed in the unit.

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%.

ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT

Campus St Albans.

Prerequisite(s) Normally the first two years of Public Relations major.

Content Public relations campaigns usually involve some notion of planning, setting of objectives, production and distribution of materials and evaluation. According to Kendall (1996): The public relations campaign is a concerted effort of an organisation to build socially responsible relationships by achieving research-based goals through the application of communicative strategies and the measurement of outcomes. The term campaign in its general usage means a connected series of operations designed to bring about a particular result. Public Relations Campaigns and Management builds on work you have already undertaken in Research in Public Relations, PR Research Project, Media Management in PR, Introduction to Media Writing, and Writing for PR and Advertising by taking students through the steps involved in a public relations campaign, and applying the skills which have been developed during the course. Students will learn how to plan and manage a campaign, develop campaign material and evaluate the results. We will also examine public relations theory and ethics in campaigns. The focus will be on not just doing campaign tasks, but upon planning and management, including staff and financial management.

Learning Outcomes By the end of this unit of study, students will be able to:

• Methodically plan and implement a public relations campaign as part of a team;
• Pitch a campaign brief, document a campaign plan and provide an evaluative report;
• Articulate the various issues and challenges in campaigning in the contemporary PR and broader social, economic and political climate.


Class Contact One 2-hour weekly seminar.

Assessment Campaign portfolio 75%; Exam 25%.

ACY3002 PUBLIC RELATIONS PROJECT AND PLACEMENT

Campus St Albans.

Prerequisite(s) Normally the first two years of the Public Relations major.

Content 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 public relations practice. The outcomes of this unit should contribute to the students’ resume and folio. There are two components: an independent project and a work placement. The independent project is initiated by the student, or a small group, and may take a variety of forms. It may, for example, involve developing a campaign strategy or organising an event for a client or a discrete task such as producing a publication or website. The project must be developed in consultation with an academic supervisor who will meet weekly with the student(s) throughout the semester. Students will be expected to present a professional standard oral report, supported by appropriate audiovisual material, at the end of the semester, and a written evaluative report which draws upon their three years of public relations studies and work experience. For the professional placement component, students will be expected to spend 15 days working with an organisation under the supervision of a public relations professional. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.

Learning Outcomes By the end of this unit of study, students will:

• Be able to successfully undertake work experience in a public relations position;
• Be able to manage a public relations project (or part of) from conception to completion;
• Be able to demonstrate reflective evaluative skills utilising public relations methods and practices;
• Have made a professional oral presentation, using multimedia tools;
• Have developed a professional portfolio product.

Required Reading To be advised by lecturer.

Class Contact Twenty-four hours over one semester delivered in various modes including seminars and final presentation day. Plus a 15 day work placement as required for the Public Relations Institute of Australia course accreditation.

Assessment Independent project 80%; Evaluation of placement 20%.

ACY3003 MARKETING AND LAW IN PUBLIC RELATIONS

Campus St Albans.

Prerequisite(s) Normally the first two years of Public Relations major.

Content Marketing and Law in Public Relations has been developed as an intensive introduction to these two areas to ensure that all students completing the Bachelor of Communication (Public Relations) and entering the profession have an up-to-date understanding of the fundamental concepts and practices of marketing and law as they relate to the contemporary practice of public relations in Australia and the global environment. The unit prepares students to work in integrated public relations environments, particularly where a marketing background is required as well as a public relations background to develop promotional campaigns. The unit also aims to increase students’ awareness and ability to diagnose and work with legal issues that arise in public relations practice. Throughout both the marketing and law modules, issues of ethical practice will be considered. Through contemporary theoretical discourses and practices, the marketing module will cover basic marketing principles including roles of advertising, integrated marketing, promotion, concept development and pricing, market research and other areas as they apply to managing public relations projects. The law module focuses upon those areas of law particularly pertinent to public relations practice and working in a business environment as a manager or consultant. Areas to be covered include: media and communications law; reputation management; defamation; privacy; property management; corporate and contract law; the global context and the rights and responsibilities of the ethical practitioner.

Required Reading ACY3003 Marketing and Law Book of Readings for Law Module. Marketing reading to be advised.

Learning Outcomes By the end of this unit of study, students will:

• Have developed an understanding of the increasing tendency of public relations to converge with the disciplines of law, marketing and advertising;
• Understand basic marketing principles as they are applied to public relations practice;
• Be able to explain the roles of advertising, integrated marketing, promotion, concept development and pricing in public relations work and campaigns;
• Have the skills to look at how market research helps public relations practitioners relate to publics and consumers;
• Be equipped with an understanding of media law as it applies to public relations work;
• Be able to 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;
• Have achieved an intermediate level of oral and written communication in common and routine situations without many deviations from normal and standard manner or content.

Learning Outcomes By the end of this unit of study, students will:
• Have a sound knowledge of pinyin Romanization;
• Have acquired an elementary understanding of the main features of the Chinese language;
• Have a sound knowledge of pinyin Romanization;
• Be able to reproduce about 100 Chinese characters;
• Be able to recognise basic free and bound Chinese radicals;
• Be able to use their knowledge to consult Chinese dictionaries, and to communicate in simple Chinese on a limited number of everyday topics.


Class Contact Two two-hour sessions per week for one semester.

Assessment Assignments 20%; Mid-term tests (oral/aural) 15%; Final exams (oral/aural) 20%, Written 20%.

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. Upon the successful completion of their study at this level, students should be able to cope with simple everyday situations in oral Chinese.

Learning Outcomes By the end of this unit of study, 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;
• Be able to 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;
• Have achieved 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 Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.

Class Contact Two two-hour sessions per week for one semester.

Assessment Assignments 20%; Mid-term tests (oral/aural) 15%, Written 15%; Final exams (oral/aural) 20%, Written 20%.

ACZ3001 CHINESE 3A

Campus Footscray Park.

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 Four hours per week for one semester.

Assessment Assignments 30%; Mid-term tests (oral/aural) 15%, Written 15%; Final exams (oral/aural) 20%, Written 20%.

ACZ1002 CHINESE 2B

Campus Footscray Park.

Prerequisite(s) ACZ1001 Chinese 2A or equivalent.

Content This unit of study aims to further develop students’ knowledge of the Chinese culture, to improve their listening and reading comprehension and enhance their speaking and writing competence. It will introduce students to more advanced Chinese semantic and syntactic contents through textbooks, to further expand their vocabulary, and further develop their skills in discussing issues in Chinese, both orally and in writing.

Learning Outcomes By the end of this unit of study, students will:
• Be able to communicate effectively in an increasing number of situations;
• Have developed and refined their receptive, productive and interactive use of Chinese.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.

Class Contact Four hours per week for one semester.

Assessment Assignments 30%; Mid-term tests (oral/aural) 15%, Written 15%; Final exams (oral/aural) 20%, Written 20%.

ACZ2001 CHINESE 2A

Campus Footscray Park.

Prerequisite(s) ACZ1002 Chinese 1B or equivalent.

Content This unit of study aims to continue improving students’ four language skills. Students’ vocabulary will be expanded, including set phrases and idioms. Their speaking and reading ability will be enhanced through the learning of more complex structural patterns in common and routine situations without much deviation from normal and standard manner or content.

Learning Outcomes By the end of this unit of study, students will:
• Have achieved a lower intermediate level of oral and written communication in common and routine situations without much deviation from normal and standard manner or content.

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 sophistication and to use the language in professional and/or academic contexts. Chinese writings and/or multimedia material will continue to be used as supplementary teaching materials. Students are expected to contribute to discussions on China-related issues in Chinese, both orally and in writing.

Learning Outcomes By the end of this unit of study, 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;
- Be equipped with more in-depth cultural information and cross-cultural differences, and have acquired further knowledge in the pragmatics of the language;
- Be competent in the use of the cultural information and pragmatic principles when required to restructure a given text into a new piece of writing;
- Have achieved an 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 compliments or complaints.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two two-hour sessions per week for one semester.
Assessment Assignments 20%; Participation 10%; Exams (oral/aural) 20%, Written 30%; Term paper 20%.

ACZ3011 CHINESE PEOPLE AND BELIEFS
Campus Footscray Park.
Prerequisite(s) 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 By the end of this unit of study, students will:
- Have gained 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;
- Be able to use the cultural understanding and the cross-cultural sensitivity acquired through this unit of study to interact effectively within the Chinese-speaking community;
- Be able to 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 Essay (1500 words) 40%; Oral presentation 30%; End-of-semester written exam 30%.

ACZ3012 CHINESE FILM AND STORIES
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B 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 literary texts in the post-1978 era. It aims to expose students to the sociocultural contexts in which the Chinese language is in current day-to-day use, including colloquial and regional language use, both verbal and non-verbal, in formal and informal scenarios. Students will have a general understanding of the main features of Chinese cinema and literature (particularly in the period specified) as well as an overall improvement in their actual language competence.

Learning Outcomes By the end of this unit of study, students will:
- Have gained a general understanding of the main features of Chinese cinema of the specified period and a taste of the Chinese stories in related themes;
- Have an overall improvement in their language competence and sociocultural awareness;
- Be able to write and orally present essays, involving basic research skills;
- Be able to demonstrate certain VU Core Graduate Attributes such as locating, evaluating, managing and using information effectively, communicating concepts/opinions effectively with appropriate sociocultural sensitivity, and working automatically and collaboratively to solve problems of different types.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Two two-hour sessions per week for one semester.
Assessment Essay and oral presentation 30%; Term paper 30%; Examination 30%; Participation 10%.

ACZ3021 CHINESE LANGUAGE AND SOCIETY
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B or equivalent.
Content This unit of study will introduce students to a variety of Chinese reading texts and audio-visual materials, which allows students to further explore the historical development and the stylistic variation of the Chinese language and the characteristics of Chinese society in general. This unit of study also aims at interdisciplinary training by helping students to understand the co-relation between language and society, and use the knowledge in a research project.

Learning Outcomes By the end of this unit of study, students will:
- Have further improved their language quality and linguistic accuracy;
- Have gained a deep understanding of the co-relation between the Chinese language and its society and some major issues related to Chinese pragmatics;
- Have attained the necessary cultural and linguistic sensitivity for better predicting and interpreting the Chinese language phenomena;
- Be able to write and vary the linguistic style for different purposes, settings and audience;
- Be able to conduct a simple research project.

Required Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.


Class Contact Three hours per week for one semester.
Assessment Two tutorial papers totaling 1500 Chinese characters 40%; Oral presentation 30%; End-of-semester written examination 30%.
ACZ3022 SURVEY OF CHINESE LITERATURE
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B 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, sociopolitical and cultural events; and they will be able to appreciate some 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 By the end of this unit of study, students will:
• Have an introductory knowledge of the major developments of Chinese literature from its inception to the present;
• Through a survey of representative authors and selected works, have acquired more advanced linguistic and cultural knowledge and further improve their language and intercultural communication skills;
• Have an overview of the key developmental stages of Chinese literature with a general understanding of the relevant historical, sociopolitical and cultural events;
• Be able to appreciate literary traditions and contemporary notions;
• Be able to read materials written in scholarly language and produce research reports in Chinese on specific topics, both orally and in writing.
Recommended Reading Readings will be made available and include excerpts from recommended readings and additional readings. These readings will be reviewed and updated on a regular basis.
Class Contact Three hours per week for one semester.
Assessment Essay 40%; Oral presentation 30%; Written examination 30%.

ACZ3031 BUSINESS CHINESE
Campus Footscray Park.
Prerequisite(s) ACZ3002 Chinese 3B or equivalent.
Content This unit of study introduces students to 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 completion of this unit of study, successful students are expected to have:
• Acquired an ability and confidence 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);
• Gained an understanding of business culture and practice in China and associated cross-cultural issues;
• Developed an ability to identify and deal with cultural and linguistic complexities in international business communication;
• Familiarised 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 40%; Oral presentation in Chinese 20%; Minor essay 40%.

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 four treasures of the scholar's studio: the evolution of the Chinese writing system, its major calligraphic styles and their representative calligraphers. Starting with the teaching of brushstrokes, the standard script and other styles will be gradually introduced to students. Practical exercises will enable them to write the standard Chinese script using a brush with awareness of their aesthetic effect and philosophical connotations in the Chinese sociocultural environment. Basic skills to write the Chinese characters with other more commonly used tools will also be briefly addressed.
Learning Outcomes By the end of this unit of study, students will have:
• Achieved a good understanding of the four treasures of the scholar's studio;
• Gained a synoptic understanding of the Chinese writing system, its major calligraphic styles and their representative calligraphers;
• Acquired some practical skills in writing standard Chinese script using a brush, with a certain degree of aesthetic awareness;
• Learned Chinese characters and sayings with their philosophical/auspicious meanings in Chinese society and culture.
Class Contact Three hours per week for one semester.
Assessment Synopsis 15%; Essay 15%; Practical work 70%.
Below are details of courses offered by the School of Education in 2008. 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

**Course Description**
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. 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.

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### BACHELOR OF EDUCATION (VET/SECONDARY TEACHING)

**Course Code** ABVS

**Campus** Melton

**Course Description**
The Bachelor of Education (VET/Secondary Teaching) will have two distinctive outcomes:

- that graduates can be registered with the Victorian Institute of Teaching as qualified to teach in Victorian Secondary Schools in two curriculum areas. Music, Technology, Information Technology and Vocational Educational and Training are likely teaching fields;
that the course is designed to open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students in the Bachelor of Education (VET/Secondary Teaching) will be able to teach in Victorian Schools under the Victorian Institute of Teaching’s permission to teach provision.

### Course Duration

Four years

### Admission Requirements

The two-year program will be open to candidates possessing:

- completed apprenticeship plus eight years of relevant industrial experience (counted from the start of apprenticeship);
- two-year former Associate Diploma or current TAFE Diploma plus two years of relevant industrial experience;
- Certificate of Technology plus six years of relevant industrial experience.

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### Electives

To be advised.

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**BACHELOR OF ARTS (COMPUTER-MEDIATED ART) (I)**

**Course Code** ABXC

**Campus** St Albans

**Course Description**

The aims of this three-year course are to:

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

**Course Duration**

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 three of the program.
### Course Structure

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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.
Two research units of study
or
Two other units of study
Exit point: Master of Education
Core units of study

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BACHELOR OF ARTS – EARLY CHILDHOOD EDUCATION

Course Code: HBEC

Course Description and 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.

Admission Requirements
To qualify for admission to the course applicants must normally have successfully completed a two-year TAFE Diploma in Child Studies, such as the Diploma of Community Services (Children's Services); or the Diploma of Community Services (Child Care); or Associate Diploma of Social Sciences (Child Care); or equivalent.

Applicants may be required to attend a selection interview.

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

Continuing students only

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Childhood Education

Partnerships & Professional Placement
The Bachelor of Arts – Early Childhood Education is a Partnership-based Teacher Education course. Twenty supervised teaching practice days are organised during semesters two and three of the course in a range of early childhood settings including childcare and pre-schools. Supervised teaching practice days are in addition to the Project Partnership days in educational settings.

BACHELOR OF EDUCATION
Course Code HBED

Course Description and Objectives
The aims of the course are to:
• offer a four-year pre-service teacher education program for students from diverse educational backgrounds;
• graduate teachers who are competent to teach in both primary and secondary schools;
• graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools;
• graduate teachers with social commitment and critical understanding of the changing nature of society; and
• establish close partnership relations with schools and other community, industry and welfare institutions with similar educational commitments.

Articulation Pathways
The design of the course accommodates those students who seek transfer to or from the course after establishing a need for change of course or career orientation.

While the course is designed as a four-year concurrent program, it can accommodate students who have already completed a first degree, for example a Bachelor of Arts or a Bachelor of Applied Science.

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

Applicants 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.

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

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

Course Structure
Compulsory studies in primary and secondary education, curriculum and teaching practice in each year.

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| Elective General Studies Unit 1
| Elective General Studies Unit 2

71
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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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.

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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.
BACHELOR OF EDUCATION (POST-REGISTRATION) (YEAR 4)
Course Code HBEP

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

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

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

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

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

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BACHELOR OF ARTS – YOUTH STUDIES (I)
Course Code HBYS

Course Description and 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 intergency/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 one year on a full-time basis or part-time equivalent.

Course Structure

<table>
<thead>
<tr>
<th>Semesters 1 to 4</th>
<th>Unit Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>CHCCS3C</td>
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<td>CHCH202A</td>
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Elective Units of Study
At least 2 units from the following:
- CHCCM2C ESTABLISH AND MONITOR A CASE PLAN
- CHCCM3B DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT
- CHCMH1B ORIENTATION TO MENTAL HEALTH WORK
- CHCF2A PROVIDE INTERVENTION SUPPORT TO CHILDREN AND FAMILIES
- CHCYTH9C DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS
- CHCNET3B DEVELOP NEW NETWORKS
- CHCADD8C ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES
- CHCWI4A DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES
- CHCDFV5B COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE
- CHCPOL4A DEVELOP AND IMPLEMENT POLICY
- CHCH01C WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE
- CHCCW2C WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS

73
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Unit Code   Hours
CHCCS501A ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE 150
CHCORG25B RECRUIT AND CO-ORDINATE VOLUNTEERS 70
CHCORG27A PROVIDE MENTORING SUPPORT TO COLLEAGUES 60
SRXTEM003A WORK AUTONOMOUSLY 7

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)
Semester 5
AEB0060 INTERPROFESSIONAL COLLABORATION 12 0.1250 0 $510 $510 $1,429
AEB0063 POLICY AND CIVICS EDUCATION 12 0.1250 0 $510 $510 $1,429
AEB4174 ACTION RESEARCH 1 12 0.1250 0 $510 $510 $1,429
AEB4284 REFLECTIVE PRACTICE SEMINAR 12 0.1250 0 $510 $510 $1,429
Semester 6
AEB0064 SOCIAL INQUIRY THEORY AND RESEARCH 12 0.1250 0 $510 $510 $1,429
AEB4274 ACTION RESEARCH 2 12 0.1250 0 $510 $510 $1,429
AEB4284 REFLECTIVE PRACTICE SEMINAR 12 0.1250 0 $510 $510 $1,429
Plus One Elective
Semester 7 – Winter
AEB4283 PROFESSIONAL PRACTICE 48 0.5000 0 $2,039 $2,039 $5,718

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

Course Description and Objectives
This course prepares suitably qualified applicants for careers in post-primary teaching in the areas of mathematics, science, computing, physical education, humanities, English as a Second Language and languages other than English.

Admission Requirements
To qualify for admission, applicants must have satisfactorily completed an undergraduate degree of three or more years' duration; or an equivalent qualification, as approved by the School.

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

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

Course Structure

| Year 1 | Semester 1 | AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|        |           | AEG1653 APPROACHES TO TEACHING AND LEARNING 1 | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|        |           | (incorporating 20 days of supervised teaching practice and 10 days Project Partnership) |
|        |           | First Discipline Study – Unit 1 |
|        |           | Second Discipline Study – Unit 2 |

| Semester 2 | AEG1651 NEW LEARNING | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|            | AEG1654 APPROACHES TO TEACHING AND LEARNING 2 | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|            | Learning 2 (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 1 | Semester 1 | AEG1653 APPROACHES TO TEACHING AND LEARNING 1 | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|        | Semester 2 | AEG1654 APPROACHES TO TEACHING AND LEARNING 2 | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |

| Year 2 | Semester 1 | AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |
|        | Semester 2 | AEG1651 NEW LEARNING | 12 | 0.1250 | 0 | $510 | $510 | $1,429 |

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 e.g. AEG1669 Teaching Computing 1 & AEG1671 Teaching Computing 2.
<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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<th>Full Fee (AUS)</th>
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<td>AEG1696</td>
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<td>$510 $510</td>
<td>$1,429</td>
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**GRADUATE DIPLOMA IN TESOL AND LITERACY (I)**

**Course Code**: HGTL

**Course Description and Objectives**

The program aims to provide:

- a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL) and Literacy, with specific focus on current TESOL and Literacy teaching; and
- skills sufficient to function as competent TESOL/Literacy program designers and teachers in a range of educational training contexts.

**Admission Requirements**

**Graduate Certificates & Graduate Diplomas**

- To qualify for admission to the Graduate Certificates and Graduate Diplomas, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years’ duration with at least one year of teaching experience post-degree/diploma, or an approved equivalent.

**Master of TESOL**

- To qualify for admission to the Master of TESOL, applicants must have successfully completed the Graduate Diploma in TESOL at a minimum average of second class honours (H2A – 70%), or equivalent.

**Master of TESOL & Literacy**

- To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70%), 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 DIPLOMA IN TESOL (I)

Course Code HGGT

Course Description and Objectives
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 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.

Master of TESOL & Literacy

- To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70%), 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

ACA5001 FOUNDATIONS OF LANGUAGE
AEG2200 TESOL METHODOLOGY
AEG2211 TECHNIQUES IN TESOL
Graduate Certificate in Literacy
ACA5001 FOUNDATIONS OF LANGUAGE
AEG2204 LITERACY METHODOLOGY
AEG2205 ADVANCED LITERACY METHODOLOGY
Graduate Diploma in TESOL

The Graduate Diploma in TESOL comprises the Graduate Certificate in TESOL plus three approved units of study offered by the School of Education.

Graduate Diploma in TESOL and Literacy

The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core units of study and one other unit of study selected from the applied studies or electives offered by the School of Education,*

- AEG2200 TESOL METHODOLOGY
- AEG2211 TECHNIQUES IN TESOL
- Elective or Applied Study*
- AEG2202 PROFESSIONAL PRACTICE: TESOL
- AEG2210 PROFESSIONAL PRACTICE: LITERACY

Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice – TESOL.

*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.
### Master of TESOL and Literacy

Each Masters degree comprises its corresponding Graduate Diploma plus one of the following pathways:

**Pathway 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AU$)</th>
<th>From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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<td>0</td>
<td>$681</td>
<td>$681</td>
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<tr>
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<td>$1,910</td>
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**Pathway 2**

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<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AU$)</th>
<th>From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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<tr>
<td>AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS</td>
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<td>0.1670</td>
<td>0</td>
<td>$681</td>
<td>$681</td>
<td>$1,910</td>
</tr>
</tbody>
</table>

plus two approved units of study offered by the School 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.

### MASTER OF EDUCATION (SPECIALISATION) (I)

**Course Code** HMED

**Campus** Footscray Park

**Course Description and 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.

**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**

<table>
<thead>
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<th>Credit Point</th>
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**Semester 3**

<table>
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<th>Credit Point</th>
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<td>16</td>
<td>0.1670</td>
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<td>$681</td>
<td>$681</td>
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<tr>
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<td>32</td>
<td>0.3330</td>
<td>0</td>
<td>$1,358</td>
<td>$1,358</td>
<td>$3,808</td>
</tr>
<tr>
<td>AEM1660 MINOR THESIS (PART-TIME)</td>
<td>16</td>
<td>0.1670</td>
<td>0</td>
<td>$681</td>
<td>$681</td>
<td>$1,910</td>
</tr>
<tr>
<td>or One research unit of study and one other unit of study</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>or Two research units of study</td>
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<tr>
<td>or Two other units of study</td>
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<tr>
<td>Exit point: Master of Education (specialisation)</td>
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**Core Units Of Study**

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**Research Units Of Study**

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**Specialisation Units Of Study**

**Experiential Learning**

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<td>AEG5001 APPROACHES TO LEARNING</td>
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<td>$681</td>
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<td>$1,910</td>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description and Objectives</th>
<th>Admission Requirements</th>
<th>Course Structure</th>
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</table>

**AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING**

**AEG5005 MANAGING SITES FOR TEACHING AND LEARNING**

**AEG5006 TRAINING DESIGN AND PRACTICE**

**AEG5007 FACILITATING LEARNING ORGANISATIONS**

**AEG5008 MENTORING AND COACHING IN THE WORKPLACE**

**AEG5009 ASSESSMENT**

**AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY**

**AEG1502 EVALUATION**

**AEG1504 INNOVATION**

**AEG1507 TEACHING PORTFOLIO**

**AEG1703 SUPERVISING STUDENT RESEARCH**

**AEG5013 TEACHING AND LEARNING WITH ICT**

**AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY**

**AET4101 NEGOTIATING LEARNING**

**AET4102 LEARNING AND DIVERSITY**

**AET4103 STUDENT ASSESSMENT**

**AET4104 DESIGNING FOR LEARNING**

**AET4105 MANAGING LEARNING**

**AET4106 IMPROVING PRACTICE**

**AET4107 TEACHING PORTFOLIO**

**AEG1703 SUPERVISING STUDENT RESEARCH**

**AEG5013 TEACHING AND LEARNING WITH ICT**

**ACG5001 FOUNDATIONS OF LANGUAGE**

**AEG2200 TESOL METHODOLOGY**

**AEG2211 TECHNIQUES IN TESOL**

**AEG2204 LITERACY METHODOLOGY**

**AEG2205 ADVANCED LITERACY METHODOLOGY**

**MASTER OF TESOL AND LITERACY**

**Course Code** HMTL

**Course Description and Objectives**

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 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.

**Master of TESOL & Literacy**

To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70%), 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.
## Graduate Diploma in TESOL
The Graduate Diploma in TESOL comprises the Graduate Certificate in TESOL plus three approved units of study offered by the School of Education.

## Graduate Diploma in TESOL and Literacy
The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core units of study and one other unit of study selected from the Applied Studies or electives offered by the School of Education.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Point</th>
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<tr>
<td>AEG2211 TECHNIQUES IN TESOL</td>
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<td>0</td>
<td>$681</td>
<td>$681</td>
<td>$1,910</td>
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<tr>
<td>Elective or Applied Study*</td>
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<td></td>
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</tr>
<tr>
<td>Applied Studies units of study</td>
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<td>$681</td>
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</tbody>
</table>

Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice – TESOL.

## Master of TESOL and Literacy
Each Master degree comprises its corresponding Graduate Diploma plus one of the following pathways:

### Pathway 1
- AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0 $681 $681 $1,910
- AEM1659 MINOR THESIS (FULL-TIME) 32 0.3330 0 $1,358 $1,358 $3,808
- AEM1660 MINOR THESIS (PART-TIME) 16 0.1670 0 $681 $681 $1,910

### Pathway 2
- AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS* 16 0.1670 0 $681 $681 $1,910

*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.

## MASTER OF TESOL (I)

### Course Code
HMTT

### Course Description and Objectives
The program aims to provide:
- a comprehensive overview of issues in Teaching English to Speakers of Other Languages (TESOL) and Literacy, with specific focus on current TESOL and Literacy teaching; and
- skills sufficient to function as competent TESOL/Literacy program designers and teachers in a range of educational training contexts.

### Admission Requirements
- Graduate Certificates & Graduate Diplomas
  - To qualify for admission to the Graduate Certificates and Graduate Diplomas, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years' duration with at least one year of teaching experience post-degree/diploma, or an approved equivalent.

- Master of TESOL
  - To qualify for admission to the Master of TESOL, applicants must have successfully completed the Graduate Diploma in TESOL at a minimum average of second class honours (H2A – 70%), or equivalent.

- Master of TESOL & Literacy
  - To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70%), 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

<table>
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<tr>
<th>Course Code</th>
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<th>EFTSL</th>
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</tbody>
</table>

**Graduate Diploma in TESOL**
The Graduate Diploma in TESOL comprises the Graduate Certificate in TESOL plus three approved units of study offered by the School of Education.

**Graduate Diploma in TESOL and Literacy**
The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core units of study and one other unit of study selected from the Applied Studies or electives offered by the School of Education.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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*Elective or Applied Study*
Applied Studies unit of study

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<td>$681</td>
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<td>$1,910</td>
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Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice – TESOL.

Master of TESOL and Literacy

Each Masters degree comprises its corresponding Graduate Diploma plus one of the following pathways:

Pathway 1
- AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS
  - 16 Credit Points
  - 0.1670 EFTSL
  - $681 Pre 2005 Fee
  - $681 From 2005 Fee
  - $1,910 Total Fee

Pathway 2
- AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS
  - 16 Credit Points
  - 0.1670 EFTSL
  - $681 Pre 2005 Fee
  - $681 From 2005 Fee
  - $1,910 Total Fee

*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

Course Description
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 (3 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)

Course Code HRAE

Course Description
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;

80
- 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.

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 meritorious level; and satisfied the School that they have aptitude for an extended research project. The latter requirement can be met either by extensive experience in the field of education and training, or by completion of an approved introductory research methodology activity.

**Degree Requirements**

The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic.

**MASTER OF EDUCATION (BY RESEARCH) (I)**

**Course Code** HRED

**Course Description**

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.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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 meritorious level; and satisfied the School that they have aptitude for an extended research project. Some applicants may be required to audit a coursework unit of study in Research Methodology.

Degree 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 Description and Objectives
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 education or TAFE. 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.

Graduate Certificate in Literacy (Offered Part-time Only)
Course Code HTLT

Course Description and Objectives
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 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.

Master of TESOL & Literacy
To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70 per cent), or equivalent.

Course Duration
Each Graduate Certificate is offered over three semesters. The Graduate Certificate is offered over three semesters on a part-time basis. HGHE Graduate Diploma comprises the third and final semester and is offered on a full-time or part-time equivalent.

Course Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
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Graduate Certificate in Literacy
Course Code ACU5001

Course Description and Objectives
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 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.

Master of TESOL & Literacy
To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70 per cent), or equivalent.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
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</table>
Graduate Diploma in TESOL and Literacy
The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core units of study and one other unit of study selected from the applied studies or electives offered by the School of Education.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Point</th>
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<td>0</td>
<td>$681</td>
<td>$681</td>
<td>$1,910</td>
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Elective or Applied Study*

Applied Studies units of study

<table>
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<tr>
<th>Course Code</th>
<th>Credit Point</th>
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Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice – TESOL.

Master of TESOL and Literacy
Each Masters degree comprises its corresponding Graduate Diploma plus one of the following pathways:

Pathway 1

<table>
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<tr>
<th>Course Code</th>
<th>Credit Point</th>
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Pathway 2

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<th>Course Code</th>
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<td>$681</td>
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plus two approved units of study offered by the School 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.

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) (OFFERED PART-TIME ONLY)

Course Code HTTL

Course Description and Objectives
This 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 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.

Master of TESOL & Literacy

To qualify for admission to the Master of TESOL and Literacy, applicants must have successfully completed the Graduate Diploma in TESOL and Literacy at a minimum average of second class honours (H2A – 70%), 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

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Graduate Certificate in Literacy

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<td>0.167</td>
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<td>$681</td>
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<td>$1,910</td>
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</table>

Graduate Diploma in TESOL
The Graduate Diploma in TESOL comprises the Graduate Certificate in TESOL plus three approved units of study offered by the School of Education.

Graduate Diploma in TESOL and Literacy
The Graduate Diploma in TESOL and Literacy comprises the Graduate Certificate in Literacy plus two core units of study and one other unit of study selected from the applied studies or electives offered by the School of Education.*

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Elective or Applied Study*

Applied Studies units of study

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<td>$1,910</td>
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</tbody>
</table>
Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice – TESOL.

Master of TESOL and Literacy
Each Master degree comprises its corresponding Graduate Diploma plus one of the following pathways:

Pathway 1
AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0 $681 $681 $1,910
AEM1659 MINOR THESIS (FULL-TIME) 32 0.3330 0 $1,358 $1,358 $3,808
AEM1660 MINOR THESIS (PART-TIME) 16 0.1670 0 $681 $681 $1,910

Pathway 2
AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS 16 0.1670 0 $681 $681 $1,910
plus two approved units of study offered by the School 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

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

Course Duration
The course is offered over three years full-time or six years part-time.

Admission Requirements
To qualify for admission to the course, applicants must normally have successfully completed:
• a Bachelor of Education with honours of first (H1) or upper second class (H2A); or
• a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or
• an acceptable alternative Masters qualification; and
• a minimum of three years' professional experience.
All applicants will be required to attend an interview.

Course Structure
All coursework is completed in the first year of the program via a 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 $1,019 $1,019 $2,859
AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT 24 0.2500 0 $1,019 $1,019 $2,859

Semester 2
AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24 0.2500 0 $1,019 $1,019 $2,859
AER8518 RESEARCHING PROFESSIONAL PRACTICE 24 0.2500 0 $1,019 $1,019 $2,859

Semester 3
AER8519 WORKPLACE PROJECT (MASTERS) 48 0.5000 0 $2,039 $2,039 $5,718
AER8522 WORKPLACE PROJECT (MASTERS) PART-TIME 12 0.1250 1 $510 $637 $1,430

Semester 4
AER8520 WORKPLACE PROJECT A (DOCTORAL) 48 0.5000 0 $2,039 $2,039 $5,718
AER8524 WORKPLACE PROJECT A (DOCTORAL) PART-TIME 12 0.1250 1 $510 $637 $1,430

Semester 5
AER8521 WORKPLACE PROJECT B (DOCTORAL) 48 0.5000 0 $2,039 $2,039 $5,718
AER8525 WORKPLACE PROJECT B (DOCTORAL) PART-TIME 48 0.1250 1 $510 $637 $1,430

Semester 6
AER8507 RESEARCH THESIS (FULL-TIME) 48 0.5000 0 $2,039 $2,039 $5,718
AER8509 RESEARCH THESIS (PART-TIME) 24 0.2500 0 $1,019 $1,019 $2,859

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

Unsatisfactory Progress
The following regulations will apply:
• a student must successfully complete the coursework in four years; and
• failure to satisfactorily complete all course work units of study precludes the candidate from continuing.
Below are subject details for courses offered by the School of Education in 2008:

**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.

**AEBO040 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 By the end of this unit of study, pre-service teachers will:
- Understand the difference between standard language and that produced by many communities;
- Be able to demonstrate an understanding of the basic grammatical features of the English language;
- Be able to comprehend the principles involved in the structure of word formation;
- Be aware of the impact of the theoretical underpinnings in the delivery of the macro skills of discourse;
- Be able to 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 project 40%.

**AEBO041 LANGUAGE FUNCTIONS AND ANALYSIS 2**
Campus Footscray Park and Melton.
Prerequisite(s) AEBO040 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 varieties of current language use through critical application and practice in written and spoken forms of discourse.
Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Be aware of 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;
- Have an appreciation of alternative modes of communication such as non-verbal communication, Ausland, 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 project 60%.

**AEBO042 APPLIED LINGUISTICS 1**
Campus Footscray Park and Melton.
Prerequisite(s) AEBO041 Language Functions and Analysis 2 or equivalent.

Content This unit of study is designed to provide an understanding of the basic aspects of applied linguistics and its contributions to language learning. The unit introduces semantics, covering discourse, sentence and word meanings as well as relevant areas of pragmatics. The linking of language and thought and language and learning will be undertaken and aspects of the development of oracy and the teaching of reading and writing for a range of purposes will be given particular emphasis. Alphabetic and non-alphabetically based systems of writing and the relationship between writing and speech will be examined and the implications of literacy and biliteracy for various age levels will be considered.

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 Twotutorial papers 60%; Essay 30%; Attendance and participation 10%.

**AEBO044 LITERATURE IN CONTEXT 1**
Campus Footscray Park and Melton.
Prerequisite(s) AEBO041 Language Functions and Analysis 2; or equivalent.
Content This unit of study aims to introduce students to the critical appreciation of major literary forms: poetry, prose fiction, and drama. Style, genre and literary conventions will be discussed in relation to contemporary literary theory. The role of literature as a key to personal expression, aesthetic experience and literacy development will be linked to learner needs from early childhood to adulthood. The creative process of the writer will be followed through extensive reading and seminar discussions. A brief overview of significant examples of imaginative writing in the English language will provide historical perspectives for future teachers of literature.
Required Reading To be advised by lecturer.
Learning Outcomes By the end of this unit of study, students will:
- Be able to investigate language in its various forms: poetry, short story, the novel, film;
- Demonstrate an understanding of the relationship between language and context;
- Demonstrate mastery of the following literacy skills: reading and viewing, writing, speaking and listening;
- Understand the key role of literature in personal expression, aesthetic experience and literacy development.
Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.
Assessment Tutorial paper 40%; Essay 50%; Attendance and participation 10%.

**AEBO045 LITERATURE IN CONTEXT 2**
Campus Footscray Park and Melton.
Prerequisite(s) AEBO044 Literature in Context 1; or equivalent.
Content This unit of study examines literary texts and ideas in their social and cultural context. The main focus will be on late 19th and 20th century Australian imaginative writing, including children's literature. The development of Australian cultural identity will be explored and students will be encouraged to link historical perspectives with contemporary experiences of multiculturalism. The medium of Australian English as the language of reflection will be given particular emphasis.
Learning Outcomes By the end of this unit of study, students will:
- Have refined and extended their skills in literary analysis;
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

- Demonstrate the ability to compare and contrast various literary accounts of common experiences;
- Demonstrate an extensive ability to construct oral and written responses to literature;
- Demonstrate an understanding of literature within Australian culture.

**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** Tutorial paper 40%; Essay 50%; Attendance and participation 10%.

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### AEB0046 APPROACHES TO WRITING 1

**Campus** Footscray Park and Melton.

**Prerequisite(s)** AEB0041 Language Functions and Analysis 2; or equivalent.

**Content** This unit of study is designed to enable future teachers to use and teach writing effectively in a variety of media and genres. The communication of specific information in clear English in literary, academic and scientific/technological registers will be of central concern. This will be done in the framework of theoretical analysis of specific genres and their practical application. Literacy as a social process will be considered and cultural contexts will be discussed to provide a basis for the interpretation of meaning and purpose in a variety of settings.

**Learning Outcomes** By the end of this unit of study, students will be able to:

- Write in a range of genres;
- Use a range of literary techniques and devices in developing their writing;
- Analyse their own writing and the writing of others;
- Effectively work with others to develop and extend their own writing and to assist in this process with others.

**Required Reading**

- *The professional writing guide: writing in a range of genres*, Longman Professional, Melbourne.
- *Spoken and written language*, Deakin University Press, Melbourne.

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

**Assessment** Tutorial paper 40%; Essay 50%; Attendance and participation 10%.

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### AEB0047 APPROACHES TO WRITING 2

**Campus** Footscray Park and Melton

**Prerequisite(s)** AEB0046 Approaches to Writing 1; or equivalent.

**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** Have an extensive and critical understanding of social policy formulation; Be able to conduct policy analysis as an influential instrument of improvement and social change.


**Class Contact** Thirty-nine hours of workshops for one semester or equivalent.

**Assessment** Reports of reading 50%; Activities and projects 50%; or equivalent.

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### 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 depersonalisation in interprofessional collaboration.


**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%; Workshop presentation of the principles of interprofessional collaboration 10%.

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### 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** Have an extensive and critical understanding of social policy formulation; Be able to conduct policy analysis as an influential instrument of improvement and social change.

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. 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.
Recommended Reading Barbie, ER 1998, The practice of social research, Wadsworth, Belmont CA.
Class Contact Thirty-nine hours of workshops for one semester or equivalent.
Assessment Reports of reading 50%; Research report 50%; or equivalent.

AEB0072 ELECTRONIC COMMUNITIES
Campus Footscray Park and Melton
Prerequisite(s) VCE Units 3 and 4 Information Technology or AEB0070 Introduction to Information and Communication Technologies and AEB0071 Knowledge Management; or equivalent.
Content This unit of study focuses on building an understanding of electronic communities in networked environments. It includes consideration of economic, social, cultural, ethical, and legal issues arising from the development of online communities. Practically, the unit will provide an introduction to various types of networked communities formed by the use of synchronous and asynchronous communication and deals with management issues related to participation and development of such communities. Students will also engage in an online collaborative networking project.
Learning Outcomes By the end of this unit of study, pre-service teachers will:
• Have explored the use and role of a range of electronic communities;
• Be able to demonstrate the effective use of electronic communities for communication and reporting of information;
• Be able to critically reflect on the ethical, economic, cultural, social and legal issues related to the development of electronic communities.
Class Contact Three hours or equivalent of workshops each week for one semester.
Assessment Major project: networking collaborative project 50%; Online forum 50%.

AEB0073 INTERACTIVE MULTIMEDIA
Campus Footscray Park and Melton
Prerequisite(s) AEB0070 Introduction to Information and Communication Technology, AEB0071 Knowledge Management, or AEB0072 Electronic Communities or equivalent.
Content This unit of study includes a critical exploration of the concept of digital literacy and the design and management of multimedia. The unit includes evaluation of a range of multimedia software applications, use of hypertext and hypermedia and the use of authoring tools and facilities to develop effective multimedia presentations. Students will have the opportunity to learn digitisation techniques for sound, graphics and video. Electronic environments with a focus on email and web-based information searches.
Recommended Reading Phillips, R (ed) 1996, Developers guide to interactive multimedia: a methodology for educational applications, Curtin University of Technology, Perth.
Class Contact Three hours or equivalent workshops each week for one semester.
Assessment Multimedia project 50%; Seminar paper 50%.

AEB0074 HUMAN COMMUNICATION TECHNOLOGIES
Campus Footscray Park and Melton
Prerequisite(s) AEB0072 Electronic Communities or AEB0073 Interactive Multimedia or equivalent.
Content This unit of study is concerned with developing the issues involved in emerging technology interface design and to critically examine the political, social and cultural impacts of new communication technologies. Students will develop their skills in using and choosing appropriate communication technologies for a range of purposes. Issues related to the use of animation, image editing and manipulation and other emerging technologies will also be addressed. Students will also demonstrate their developing understanding of the issues through the creation of educationally valid websites.
Learning Outcomes By the end of this unit of study, students will:
• Have developed educationally appropriate websites using a range of interface design technologies;
• Be able to critically investigate and analyse the use of interface design technology in the development of personal communication.
Class Contact Three hours or equivalent of workshops each week for one semester.
Assessment Project presentation 20%; Major project 80%.

AEB0075 INTERFACE DESIGN
Campus Footscray Park and Melton
Prerequisite(s) AEB0072 Electronic Communities or AEB0073 Interactive Multimedia; or equivalent.
Content This unit of study will enable students to: critically evaluate common interface design features; develop educationally valid internet interface designs; and demonstrate their developing understandings through practice. Students will become familiar with basic programming techniques using contemporary programming languages. Students will discover the variety of ways in which databases are able to be accessed and manipulated through emerging technologies.
Learning Outcomes By the end of this unit of study, students will:
• Have developed competence in the application of interface design technologies;
• Have developed educationally appropriate websites using a range of interface design technologies;
Learning Outcomes

- Be able to critically investigate and analyse the range of ethical, social and cultural issues associated with the application of these technologies.

Required Reading

- Campbell, B 1997, Dynamic HTML, Sams Net, Indianapolis.
- Greenspun, P 1999, Philip and Alex's guide to web publishing, McGraw Hill.
- Campbell, B 1997, Dynamic HTML, Sams Net, Indianapolis.

Recommended Reading


Required Reading

- Brenton, C 1999, Mastering network security, Sybex Inc, California.

Recommended Reading


Required Reading

- Brenton, C 1999, Mastering network security, Sybex Inc, California.

Recommended Reading

- Brenton, C 1999, Mastering network security, Sybex Inc, California.

Content

A substantial project will be undertaken to identify school or workplace technological, physical and educational needs, and to make recommendations for educationally appropriate technology, network and software requirements. This project will identify educationally appropriate software, hardware, and critical processes for school and workplace change.

Learning Outcomes

- Demonstrate competence in the integrated application of information and communication technology.
- Demonstrate competence in the effective and appropriate application of emerging technologies, currently reflected in a range of multimedia and interactive technology environments.
- Be able to critique the social, ethical and cultural implications of the development of new technologies and their educational impact.

Assessment

- Presentation papers 80%; Major project: programming task 20%.

AEB0076 SYSTEMS PLANNING AND SUPPORT

Campus

Footscray Park and Melton

Prerequisite(s)

- AEB0072 Electronic Communities; or 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

- Demonstrate competence in the effective and appropriate application of emerging technologies, currently reflected in a range of multimedia and interactive technology environments;
- Be able to critique the social, ethical and cultural implications of the development of new technologies and their educational impact.

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

- Demonstrate competence in the effective and appropriate application of emerging technologies, currently reflected in a range of multimedia and interactive technology environments;
- Be able to critique the social, ethical and cultural implications of the development of new technologies and their educational impact.

Assessment

- Presentation papers 80%; Major project: programming task 20%.

AEB0080 THEORIES OF OUTDOOR EDUCATION

Campus

Footscray Park and Melton

Prerequisite(s)

- Theories of Outdoor Education; or equivalent.

Content

The unit of study will cover: historical development of adventure; exploration and outdoor education programs; the role of adventure and the environment; outdoor education program design and implementation; equipment, values and philosophies of camping; participation in overnight camping experiences; examination of outdoor education literature as well as consideration of current and future issues; introductory games; initiative and problem-solving activities commonly used in outdoor education programs, including rock climbing, abseiling, low and high ropes.

Learning Outcomes

- Developed an understanding of the past and future direction of outdoor education;
- Considered the role of adventure in developing human potential and environmental understanding;
- Developed knowledge and skills of lightweight camping;
- Experienced a range of outdoor education activities.

Assessment

- Log book and journal 40%; Major project 60%.

AEB0081 OUTDOOR SAFETY SKILLS

Campus

Footscray Park and Melton

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

- Developed an understanding of the past and future direction of outdoor education;
- Considered the role of adventure in developing human potential and environmental understanding;
- Developed knowledge and skills of lightweight camping;
- Experienced a range of outdoor education activities.

Assessment

- Presentation papers 80%; Major project: programming task 20%.
• Have developed processes to identify and manage potential risks in the outdoors;
• Have developed pre-trip planning and evaluated potential risks;
• Have developed and utilised a personal risk assessment tool;
• Be able to apply risk assessment to a range of aquatic activities.

Required Reading Dickson, T & Tugwell, M 2000, The risk management document: strategies for risk management in outdoor and experiential learning, ORIC, NSW Australia.


Students will negotiate an area of work 50%; Two written assignments/presentations 50%. Written extended interpretative field trips; a theoretical and practical consideration of ways to minimise human impact on the environment; including: commercial, recreational, educational and spiritual; a exploration of human relationships with the environment

Content

Learning Outcomes

• Be able to pursue personal leadership skills in the outdoors, beyond the classroom environment;
• Be able to understand the developmental and personal aspects of leadership;
• Be able to apply their understanding of environmental interpretation in practical situations;
• Have developed an understanding of different ecological cycles.

Required Reading Current articles as specified by lecturer.


• Adventure Education. www.adventure-ed.co.uk/research 
• Adventure Professionals. www.adventurepro.com.au/Association for Experiential Education www.aee.org 
• Bureau of Meteorology. www.bom.gov.au 
• National Parks. www.parks-leisure.com.au 
• Reviewing Activities. http://reviewing.co.uk 
• Risk management. www.mountainsafety.org.nz 
• Snowsafe. www.snowsafe.org.au 
• Victorian Association for Environmental Education www.netspaces.net.au/~vae 
• Victorian National Parks. www.vnpa.org.au 
• VOEA. www.voea.vic.edu.au 
• Wilderness Organisation. www.wilderness.org.au 

Class Contact Thirty-six hours of workshops and lectures, plus five day alpine camping program.

Assessment Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Practical skills and fieldwork 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 will be presented to their peers. (Total 3000 words).

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.

Learning Outcomes By the end of this unit of study, students will:
• Have developed an understanding of philosophical perspectives relating to outdoor and environmental education;
• Have constructed a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors;
• Be able to address issues relating to society and the environment in a socially critical manner;
• Have developed an understanding of current ethical issues in outdoor education;
• Be able to plan and implement practical outdoor programs based on a sound theoretical foundation.


Websites
• Association for Experiential Education. www.aee.org 
• Adventure Education. www.adventure-ed.co.uk/research 
• Adventure Professionals. www.adventurepro.com.au 
• National Parks www.parks-leisure.com.au 
• Philosophy of Outdoor Education. www.wilderdon.com/Philosophy.html 
• Reviewing Activities. http://reviewing.co.uk 
• Victorian Association for Environmental Education. www.netspaces.net.au/~vae 
• Victorian National Parks. www.vnpa.org.au 
• VOEA. www.voea.vic.edu.au 
• Wilderness Organisation. www.wilderness.org.au

Class Contact Thirty-six hours of workshops or lectures plus a three day camp.

Assessment Two written assignments/presentations 100%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relates to an aspect of their studies. The findings of their research will be presented to their peers. (Total 3000 words).

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.

Learning Outcomes By the end of this unit of study, students will:
• Understand the history and sources of Aboriginal culture and knowledge;
• Be able to identify key aspects of Aboriginal culture, including the role of young people;
• Understand Aboriginal cultural expressions and identities;
• Understand the social history approach to exploring Indigenous and non-Indigenous experiences in Australia.


Class Contact 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 of study 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.

Learning Outcomes By the end of this unit of study, students will:
• Understand the theoretical constructs of Australian society and culture;
• Be able to identify key Australian social concepts and experiences;
• Understand cultural expressions and identities;
• Have undertaken inquiry into past and current Australian social and cultural issues.


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%.

AEB0093 CULTURAL STUDIES 2: AUSTRALIAN CULTURE
Campus Footscray Park and Melton.

Prerequisite(s) Nil.

Content  This unit of study will encompass the social, economic and cultural interpretations of Australian society. It will include: frameworks informing historical, 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  By the end of this unit of study, students will:
• Understand the various sociological, cultural and historical interpretations of Australian history;
• Be able to identify key Australian historical events and processes informing modern society;
• Understand the impact of government policy processes on social and economic experiences;
• Have undertaken inquiry into past and current Australian social and cultural 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.


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%.

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  By the end of this unit of study, students will:
• Understand and explore the range of issues and processes that impact on education programs in Australia;
• Be able to identify innovative education programs that aim to overcome inequality and disadvantage;
• Have undertaken project work evaluating the effectiveness of innovative education programs in Australia.


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%.

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  By the end of this unit of study, students will:
• Understand the theoretical frameworks of professional work in education;
• Be able to identify the principles and practices of inter-professional collaboration;
• Have undertaken inquiry into aspects of professional work in the Australian education sector(s).


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%.

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

- Designing projects that engage learners actively in multi-literacies.
- Engaging in a process of inquiry learning using multi-literacies.
- Be able to connect context and inquiry.
- Be able to demonstrate competence when applying mathematical concepts and procedures to achieve understanding of practical problems.

Required Reading

- Wilks, S (ed) 2004, Chapter 1 in Designing a thinking curriculum, Australian Academy of the Arts, South Melbourne.

Recommended Reading

- Campbell, L & B, Dickinson, D 2004, Teaching and learning through multiple intelligences, Pearson/Allyn and Bacon, Boston.
- Johnson, D 1997, Teaching and learning through multiple intelligences, Pearson/Allyn and Bacon, Boston.

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; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.

Learning Outcomes

By the end of this unit of study, students will:

- Have developed an understanding of the forms of formal and informal written and spoken language and their underlying systems;
- Demonstrate an understanding of the relationship between language, culture and personal identification;
- Be able to investigate concepts of change, including critical literacy, technology and language, and social action;
- Demonstrate a practical application of 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

- Two written assignments in the form of an essay, journal or folio 50% each; Report of satisfactory participation in partnership activities.

AEB1102 INQUIRY FOR UNDERSTANDING

Campus Footscray Park, Melton and Sunbury.

Prerequisite(s)

- AEB1101 Learning in a Changing World (corequisite).
- Required Reading

- Graziano, AM & Raulin, ML 2000, Research methods: a process of inquiry, Allyn and Bacon, Boston.
- Figure McLeod, J & Reynolds, R 2003, Planning for learning, Thomson Learning, Southbank, Victoria.


- Johnson, DL & Willis, JW 2001, Educational computing: learning with technology; critical literacy, social action and social change; language and culture.

- Prentice Hall, Sydney.

- Cusworth, R & Dobbins, R 1997, Teaching and learning through multiple intelligences, Pearson/Allyn and Bacon, Boston.


- Maddux, CD, Johnson, DL & Willis, JW 2001, Educational computing: learning with technology; critical literacy, social action and social change; language and culture.


tomorrow's technologies, Allyn and Bacon, Boston. Reason, P &
Bradbury H Eds 2001, Handbook of action research: participatory

Class Contact Thirty-six hours for one semester, including common
activities, workshops and community participation.

Assessment Common assessment Task 100%. Professional
Exposition: Learning and Learners. In conjunction with a relevant
curriculum unit of study, the Exposition will require pre-service teachers
to extend the electronic portfolio commenced in AEB1110 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 utilise their own and others learning
evidences. Pre-service teachers will consider: 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 reflection 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 By the end of this unit of study, pre-service
teachers will have: Focused on the personal experiences of learning
and learning in classrooms; Been exposed to a range of pedagogies
which are employed to support learning and develop an understanding of
educational contexts; made connections between Project
Partnership experiences and a range of theories of learning; Completed
an evaluation of personal literacy and numeracy and demonstrated the
competence needed for entry to the teaching profession; Developed
self-reflective and investigative skills.

Required Reading Groundwater-Smith, S, Brennan, M, McFadden, M
& Mitchell, J 2001, Secondary schooling in a changing world. Harcourt,
and quality in mass secondary education in Australia, Melbourne
University Press, Carlton.

Recommended Reading Allen, J 2004, Sociology of education:
possibilities and problems, 3rd edn, Social Science Press, Tuggerah,
Classroom management: creating positive learning environments,
Thomson, South Melbourne, Victoria. Killen, P 2005, Programming and
Assessment for quality teaching and learning, Social Science Press,
Tuggerah, New South Wales. Krause, S, Donaldson, K, Grant, S
2004, Educational psychology for learning and teaching, Thomson
Learning, Southbank, Victoria. Marsh, C 2004, Becoming a teacher,
Pearson Education, Australia. McBurney-Fry, G 2002, Improving your
practicum, Social Science Press, Tuggerah, New South Wales. Miletic, I,
students and teachers against racism, Eleanor Curtain Publishing,
Cheltenham Victoria. Oakes, J & Lipton, M 2003, Teaching to change
the world, 2nd edn, McGraw Hill, Boston MA. Partington, G 1998,
Perspectives on Aboriginal and Torres Strait Islander education, Social
Science Press, Tuggerah, New South Wales. Smuts, M, O’Rea, A,
Hattam, R, Reid, A & Shacklock, G 2000, Teachers work in a
globalizing economy, Falmer, London and New York. Vialle, W,
Lysaght, P & Verenikina, I 2005, Psychology for educators, Social
Science Press, Tuggerah, New South Wales. Whitton, D, Sinclair, C,
Barker, K, Nanolohy, P & Nowosorthy, P 2004, Learning for teaching:
teaching for learning, Thomson Social Science Press, Tuggerah, New
South Wales. Bull, G & Anstey, M (eds) 2003, The literacy lexicon,
Prentice Hall, Sydney.

Class Contact Thirty-six hours per semester comprising lectures and
 tutorials.

Assessment Professional exposition: Learners and Learning 50%.
This task involves compilation and presentation of an electronic
portfolio. Pre-service teachers will document a personal process of
reflection and inquiry into the development and teaching of learning in
schools. Personal Learning Log 50%. Pre-service teachers will
conduct an inquiry into their own capacities. 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.

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, both internationally and locally; cross-cultural
perspectives on early childhood programs; the influences on early
childhood education; the impact of changing family constellations on
childhood, children and views of children's education; nature versus
nurture – have our views changed or been reinforced over time; the
importance of philosophy in early childhood education and care.

Learning Outcomes By the end of this unit of study, pre-service
teachers will have:

• Developed critical knowledge and understanding of both the
historical and philosophical underpinnings of early childhood
education;
• Discussed and critically reflected on the philosophical, political and
social factors that have shaped the early childhood field;
• Investigated how history and philosophy have impacted on current,
contemporary early childhood education;
• Identified the different beliefs and attitudes towards, and about
children, across cultures;
• Identified the different beliefs and attitudes towards, and about
children, throughout the ages;
• Demonstrated the impact of a wide variety of philosophical
approaches to children's learning and pedagogy on present day
early childhood programs;
• Discussed 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 Brennan, D 1998, The politics of Australian
childcare: from philanthropy to feminism, Cambridge University Press,
York. Wollons, R 2000 (ed), Kindergartens and cultures: the global
diffusion of an idea, Yale University Press, New Haven.

Recommended Reading Lawton, D 2002, A history of western
educational ideas, Woburn Press, London. Mellor, E 1990, Stepping
stones: the development of early childhood services in Australia.

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 Learning. The portfolio will focus on service teaching and
document practice in Project Partnerships with accompanying reflective
notations and commentary which reflects the pre-service teachers'
developing knowledge with respect 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.
This unit of study presents the theoretical and practical basis for working with children 0-12 years. It will include a study of the development of children 0-12 years across all developmental domains; physical, social, emotional, cognitive, perceptual, personality and language; and the evolutionary, biological and environmental influences on developmental outcomes. Students will be asked to explore their own early childhood play experiences and consider where attitudes they now hold toward play may have been fostered. Types of play studied include: play with objects, social play, sociodramatic play. This unit will also provide a study of: the scaffolding of children’s learning and development during play; time, space, materials and interactions to support children’s play and learning; an exploration of indoor and outdoor play experiences, including the development of learning resources; routines and transitions and the importance of uninterrupted play; play and pedagogy in early childhood education; teachers as observers, participants and facilitators; contemporary and cultural considerations with respect to children’s play; an overview of the exploration of major theorists and theories of child development; and an exploration of current understandings of appropriate curriculum for children.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will:

- 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;
- Be able to 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;
- Have explored the notion of play in a variety of sociocultural contexts and indoor and outdoor play experiences;
- Be able to consider the influence of their own early childhood play experiences on their teaching practices;
- Have knowledge and understanding of the development of 0-12 year old children across all developmental domains;
- Have knowledge of the major theorists and theories and contemporary issues in relation to child development;
- Be able to reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development;
- Understand the likely impact of family, culture, genetic inheritance and life experiences on development.

**Required Reading**
- Berk, LE 2005, Child development 7th edn, Allyn and Bacon, Boston, MA.
- Fleer, M & Richardson, C 2004, Observing and planning in early childhood settings: using a sociocultural approach, Early Childhood Australia, Watson, ACT.

**Recommended Reading**
- AEB1181 PLAY DEVELOPMENT AND LEARNING
- AEB1200 NUMERACY AND MATHEMATICS

**Class Contact** Three hours or equivalent per week comprising one-hour lecture and two hours of workshops/tutorials/centre visits.

**Assessment** Play-based projects 100%. Play-based projects will be developed and implemented within early childhood settings (0-3 year olds and 4-5 year olds) and students will document all aspects of the learning strategies and experiences implemented and present the project and outcomes to class group for analysis, evaluation and feedback (3000 words equivalent including photographs, text, observations, and design of the play environment).

**Placement** Nil.
Required Reading

Recommended Reading

Websites

Department of Education and Training (DET) website. www.sofweb.vic.edu.au
• Curriculum@Work. www.sofweb.vic.edu.au/cawt

Class Contact
Project Partnerships: 16 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.

Partnership Exposition: Learners and Learning. This task involves the continued 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 30%. 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 poster illustrating initial findings about student learning and mapping avenues for further school-based, theoretical and sociocultural inquiry (1000 words equivalent).

Project Partnership report (Ungraded) Satisfactory progress reported by Project Partnership mentor teacher.

ABB1250 COMMUNICATION AND SOCIAL ACTION
Campus Footscray Park, Melton and Sunbury.

Prerequisite(s) ABB1101 Learning in a Changing World and ABB1102 Inquiry for Understanding. ABB1100 Language and Literacy (possible co-requisite).

Content
This unit of study will connect with and complement Project Partnerships and the Praxis Inquiry study being undertaken in the same semester. In this unit of study pre-service teachers will seek: a deeper understanding of the sociocultural basis of language and literacy by exploring the literacy learning of Indigenous Australians' and people from non-English speaking backgrounds; examine the developing nature of multiliteracies; investigate literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues; as well as formative and summative Assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

Learning Outcomes
By the end of this unit of study, pre-service teachers will:
• Have gained an understanding of the English curriculum;
• Have become familiar with current practices for teaching and assessing literacy;
• Be able to connect literacy to different dimensions of communication and social action;
• Be able to take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education.

Required Reading

Recommended Reading

Class Contact
Thirty-six hours for one semester including common activities, workshops and online sessions.

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.

ABB1261 LANGUAGES AND LITERACY IN EARLY CHILDHOOD
Campus Melton.

Prerequisite(s) ABB1101 Learning in a Changing World and ABB1102 Inquiry for Understanding.

Content
This unit of study provides an opportunity for pre-service teachers to extend their knowledge and understanding of learners and learning through an investigation into the ways in which children acquire language and literacy and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, pre-service teachers will be encouraged to consider local practices in the context of national and international research and development.

Learning Outcomes
By the end of this unit of study, pre-service teachers will:
• Understand the receptive and expressive language development of children;
• Understand the English curriculum;
• Be familiar with current practices for teaching and assessing receptive and expressive language and literacy;
• Be able to connect literacy to different dimensions of communication and social action;
• Be able to take a critical approach to the exploration of diverse issues and contrasting beliefs relating to language and literacy education.

Required Reading

SCHOOL OF EDUCATION


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: Learning and Literacy (3000 words). In conjunction with a Praxis Inquiry unit of study, pre-service teachers will prepare the course of study for 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 By the end of this unit of study, pre-service teachers will:

• Understand the current research in relation to infant and toddler development;
• Have knowledge of the major theorists and theories and contemporary issues in relation to infant and toddler development;
• Be able to plan, implement and evaluate effective learning programs for children under three years of age;
• Be able to 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 and the likely impact of culture, family, genetic inheritance and life experiences on development.


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 early childhood education; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers will explore the drama and movement experiences on development. Pre-service teachers will also consider: the practical aspects of the performing arts; how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers' performance skills and self-confidence will be considered. Pre-service teachers will also consider: the development of a cultural society; how to promote the practical aspects of the performing arts; how to extend their understanding and skills in the areas of early childhood music, dance and drama.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

• Have an understanding of the skills and teaching experiences necessary in a range of developmentally appropriate early childhood expressive arts approaches;
• Have experienced the practical aspects of the performing arts;
• Have extended their understanding and skills in the areas of early childhood music, dance and drama.


Classification 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 Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships, with accompanying reflective annotations and commentary with particular emphasis on children's development and learning in the areas of music, movement and the dramatic arts (2000 words equivalent). Curriculum Report 50%. Resource folder of experiences and resources for music, movement and drama experiences in children (1000 words).

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). Teachers will explore the dramatic arts in a multicultural society; promoting effective learning in the areas of music, movement and the dramatic arts (2000 words equivalent). The Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships, with accompanying reflective annotations and commentary with particular emphasis on children's development and learning in the areas of music, movement and the dramatic arts (2000 words equivalent). Curriculum Report 50%. Resource folder of experiences and resources for music, movement and drama experiences in children (1000 words).


Learning Outcomes By the end of this unit of study, students will be able to:
- Identify and investigate physical skill development;
- Recognise the crucial role of health, physical and outdoor education in the lives of people.


Class Contact Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops will include mentored activity with Year four students.

Assessment Essay 25%; Journal 25%; Class papers 50%.

**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 By the end of this unit of study, 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;
- Be able to report on published examples of social and scientific research paying attention to the process of inquiry and to claims for validity;
- Be able to evaluate social and scientific research using philosophical and moral criteria;
- Be able to 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 Year four students.

Assessment Science project report 50%; Social science project report 50%.

**AEB1400 HEALTH, PHYSICAL AND OUTDOOR STUDIES**

Campus Footscray Park and Melton.

Prerequisite(s) Nil.

**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 By the end of this unit of study, students will be able to:
- Recognise the crucial role of health, physical and outdoor education will be introduced from historical, sociocultural, psychological and physiological perspectives.

Recommended Reading Priest, S (eds), Adventure education, Venture Publishing Inc, State College Pennsylvania.

Class Contact Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops will include mentored activity with Year four students.

Assessment Essay 25%; Journal 25%; Class papers 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, including ABCD; careers and labour market: roles and attitudes necessary for work readiness; aspects of counselling: work/life balance; self efficacy and capability; and learning and work exploration: future of work; vocational testing; AQTF and pathways; clients, 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 By the end of this unit of study, pre-service teachers will:

- Demonstrate an understanding of the place of career education in the broad context of lifelong learning; Be able to explore and discuss the connections between theoretical frameworks and real life, and school to work transition experiences;
- Be able to 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 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. 


Websites 

- ERIC documents. wwwericir.syr.edu. 


Class Contact Three hours per week or equivalent of lectures, workshops and/or field-based research. 

Assessment Critical review of two current research reports on early childhood development or education (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 and current research in relation to infant and toddler development. 


Websites 


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%.

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

Campus Melton. 

Prerequisite(s) AEB1610 General Studies: Current Research In Early Childhood Education or equivalent.
Content This unit of study will include: a study of major theorists and current research across a range of developmental areas including: cognition and intellectual development, social identity, gender identity, social competence, character and personality development, emotional development and physical development; analysis and interpretation of observations as a basis for planning and evaluating children's development and learning; how young children learn; individual differences in learning styles and the contribution of play to children's development and learning; diversity issues including social, cultural, genetic and environmental influences on development; an understanding of the plasticity of early development in relation to major developmental keystones including 'windows of opportunity' suggested by contemporary brain research; and the current contribution of evaluations for developmental studies.


Websites
- ERIC. ericir.syr.edu.

Class Contact Three hours per week or equivalent.

Assessment Two written assignments: An essay, journal or folio 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.


Websites
- Wellesley College. www.wellesley.edu

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

Assessment Critical analysis of a policy document of 1500 words 50%; Field report of 1500 words 50%.

**AEB1700 SURVEY OF MUSIC**

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 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 By the end of this unit of study, students will:
• Have observed, participated in and reflected upon a range of musical games;
• Be able to use information and digital technologies which reflect developing understandings about the emerging relationship between music and technology;
• Have explored the context 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;
• Have advanced their technical and interpretive skills on a solo instrument or voice.


Centre for Black Music Research.

Websites

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%. Students wishing to continue on with an elective sequence in music will also be required to attend an audition, sit a music materials test (aural, theory and terminology) and present a personal folio showcasing their musical achievements. The personal folio will include a CV detailing musical qualifications and experience and a 300 word written piece describing personal goals in relation to music and music education.

AEB2010 MATHEMATICS AND NUMERACY EDUCATION

Campus Footscray Park and Melton.

Prerequisite(s) Nil.

Content Partnerships experience will provide the context for an investigation into teaching in mathematics. Topics will include the development of young people; mathematics curriculum and teaching strategies; the development of an understanding of constructivist approaches to teaching and learning; studies in teaching, learning and curriculum development into mathematical ideas and information technologies; planning, teaching and assessment in mathematics; documenting teaching and learning. Students will undertake focused teaching experiences in mathematics. Connections between mathematics and issues related to gender, cultural and economic diversity, ethnicity and Australia's Indigenous population, will be investigated.


Class Contact Four hours per week, or equivalent, in lectures and workshops plus 20 days of Project Partnerships for one semester.

Assessment Two written assignments in the form of an essay, journal or folio 50% each; Report of satisfactory participation in partnership activities.

AEB2110 TEACHERS KNOWING CHILDREN

Campus Footscray Park, 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? What will they 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.

Learning Outcomes Using a Praxis Inquiry protocol, pre-service teachers will:
• Generate working explanations for the diversity of student learning encountered during Project Partnerships;

• Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning which indicates the importance of knowing students;

• Demonstrate the use of a range of approaches to reflect on and improve practice.

**Required Reading**


**Recommended Reading**


**Websites**

• Action research resources.
  

• Project Partnerships, Victoria University.
  

• Middle Years Thinking Curriculum.
  

• Victorian Curriculum and Assessment Authority.
  

• Curriculum Corporation.
  

• Victorian Curriculum and Assessment Authority.
  

• Victorian Essential Learning Standards.
  

• Department of Education and Training (DET).
  

• DET Curriculum Resources.
  

• Curriculum@Work.
  

• DET Middle Years.
  

• KnowledgeBank.
  

**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**

By the end of this unit of study, pre-service teachers will:

• Develop an understanding of learners' personal and social characteristics, including their learning, through a focus on the diversity of learners encountered in classrooms and using a Praxis Inquiry protocol;

• Generate working explanations for the diversity of student learning encountered during Project Partnerships;

• Make connections between Project Partnership experiences and a range of theories of learning;

• Establish how a range of pedagogies support learning;

• Have completed an evaluation of personal literacy and numeracy and demonstrated the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.

**Recommended Reading**


**Recommended Reading**


**Recommended Reading**


**Recommended Reading**

Campus Melton.

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 corequisite or prerequisite.

Content This aims of this Curriculum, Pedagogy and Assessment unit of study, are that pre-service teachers, during their year-long Project Partnerships, will investigate the ways children learn mathematics and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. The unit of study will introduce the practices of teaching mathematics in early childhood programs, and the early years and middle years of schooling, with an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their Project Partnerships.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

- Be able to apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields;
- Have deepened their understanding of the integration of mathematics learning across all development domains (cognitive, social, emotional, physical and language);
- Have developed an understanding of mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum through Project Partnerships;
- Be able to plan and implement learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
- Be able to use a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving, posing and exposition;
- Be able to use or design experiences and lessons that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice;
- Be familiar with recent trends in teaching, learning and Assessment in mathematics (for example, early childhood and early years numeracy programs, middle years numeracy programs, statewide testing programs, and outcomes-based curriculum);
- Have developed skills in evaluating their own planning, teaching and facilitation of mathematics.


Websites


Class Contact Thirty-six hours in lectures and workshops.

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 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).


AEB2160 MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD

Prerequisite(s) Nil.

Content This aims of this unit of study are for pre-service teachers to: examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and
creative arts experiences; and employ these understandings, attitudes and skills to suit the developmental, sociocultural and aesthetic needs of the young child.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

- Have a thorough understanding of 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;
- Demonstrate an ability to inquire about, and understand the role of the arts and culture in education and act critically;
- Be able to 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;
- Be able to use information technology for investigating, planning, teaching and evaluating learning in the arts and literacy;
- Be able to 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.

Required Reading


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 By the end of this unit of study, pre-service teachers will:

- Have a functional working knowledge of the motor and physical development of children from birth through 12 years of age;
- Have an understanding of the health needs of children;
- Have attained the skills and ability to plan effective physical education and health programs in both early childhood and primary school settings.

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%. 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 Parrk, 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 explanations that identify characteristics of pedagogy and the conditions for learning which seem most effective in engaging all students; develop confidence in working with groups and whole classes of students using an expanding pedagogical repertoire; apply their understanding of learning to support the development of students' "thinking" reasoning, creativity, meta-cognition and inquiry.

Learning Outcomes By the end of this unit of study, pre-service teachers will 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.

Required Reading


Websites

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

- Victorian Curriculum and Assessment Authority. www.vcaa.vic.edu.au
- Department of Education and Training (DET). www.soweb.vic.edu.au
- Curriculum@Work. www.soweb.vic.edu.au/catw

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 Task 50%. This task is connected to the Common Assessment Trialling of the range of teaching strategies (1000 words equivalent). Evaluation Portfolio documenting practice in Project Partnerships with accompanying reflective annotations and commentary. The examination/portfolio will require pre-service teachers to demonstrate understanding of the experiences of 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 the 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 reported 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 strategies and lesson plans in health, physical and outdoor education; planning, organising and implementing a camp experience; planning sporting carnivals and monitoring student development; planning a child's healthy activity as a stimulus for learning; understanding personal difference -- including gender -- and learning in health, physical and outdoor education; understanding children's wellbeing and resilience as the responsibility of the teacher and the school. Pre-service teachers will also study: community, cultural and economic diversity and participation in physical and outdoor activity, including the place of physical activity in Indigenous communities and enhancing the learning of Indigenous students; the Health Promotion Framework as a community approach to health and wellbeing; designing curriculum units which cater for the diversity of young people's interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; researching for health, physical and outdoor education programs, including support on the internet; assessing children's knowledge and understanding in health, physical and outdoor education;

Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Be able to apply their understanding of how children learn in diverse ways to health, physical and outdoor education;
- Have developed an understanding of healthy activity, teaching and learning and the guidelines, procedures and resources available to support the implementation of the curriculum;
- Through Project Partnership, plan, teach and evaluate purposeful learning that engages and challenge students and foster their personal wellbeing and their health participation in physical activity at school, outdoors and in the local community;
- Have experienced 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;
- Be sensitive to the cultural basis for young people's attitudes to and participation in physical and outdoor activity.

Required Reading

Recommended Reading

Journals

Websites
- Vicswim. www.vicswim.com
- Department of Education and Training (DET). www.soweb.vic.edu.au
- Curriculum@Work. www.soweb.vic.edu.au/catw
- http://homeinternernet.net.au/~boitevic
- Physical Education. www.pbecentral.org
- Adventure Education. www.adventure-ed.co.uk/research
- Adventure Professionals. www.adventurepro.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.parks-leisure.com.au
- VEOA. www.veoa.vic.edu.au
- http://homeinternernet.net.au/~boitevic

Class Contact
Thirty-five 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 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 (e.g. history) education 20%. Workshop presentation (1000 words). Presentation on content 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 learning in the Arts may be required to take AEB1300 Visual Arts and Performance (or equivalent) as corequisite or prerequisite.

Content This unit will introduce pre-service teachers to the curriculum and learning in 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 AEB2110 or AEB4110), pre-service teachers will acquire their developing arts and technology understanding and praxes to the enhancement of students’ creativity and imagination within an overall historical framework. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies 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-literals'; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the arts and technology class programs; assessing children’s inquiry and understanding in the arts, technology and history; using information technology to stimulate young people’s imagination and creativity, for example, through the use of simple computer-mediated art software such as Kidpix, Dabbler and in commercially available software with art/drawing/painting components. The Bachelor of Education does not have formal credit transfer arrangements for specific units of study. Course advisors and enrolment staff will negotiate credit on the basis of individual applications and requests.

Learning Outcomes By the end of this unit of study, pre-service teachers 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) to the design and use of technology;
- Have developed an understanding of 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;
- Through Project Partnerships, plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination in the Arts, Design and Technology, and generate specific student Learning Outcomes across curriculum fields;
- Be able to design, trial and evaluate learning activities (curriculum units) which integrate technology and history and apply digital communication and information technologies;
- Be aware of and sensitive to Indigenous ways of artistic expression and how participation in the Arts can engage Indigenous Australian students in learning.

Required Reading Viaille, W, Lysaght, P & Vernikina, J 2005, Psychology for educators, Social Science Press, Southbank Victoria (Especially Chapter 6; 8: ‘Creativity’). 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.


Websites

- Department of Education and Training (DET). www.sofweb.vic.edu.au
- DET Middle Years website will be a valuable resource. http://www.sofweb.vic.edu.au/mys/index.htm
- www.kid-at-art.com
- www.langandlit.ualberta.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 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), Curriculum Report 30%. Report on the planning, teaching and evaluation of The Arts, Technology and related humanities studies (e.g. History) in Project Partnerships (2000 words). Inquiry into an issue related to the enhancement of creativity and imagination using The arts, technology and related humanities studies (e.g. history) education 20%. Workshop presentation (1000 words).

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 guide how constructivist theories of learning enable teachers to plan and implement integrated curriculum programs which engage students in early childhood programs and the early and middle years of schooling. Work 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 By the end of this unit of study, pre-service teachers will:

- 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;
AEB2266 PRACTICE AND PARTNERSHIP (ECE 0-2)
Campus Melton.
Prerequisite(s) AEB1101, AEB1102, AEB1160, AEB1250, AEB1262, AEB1263, 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 with mentors to monitor the developing competence and confidence of the pre-service teacher. Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Demonstrate an appreciation for and understanding of the diversity of roles and responsibilities undertaken by early childhood professionals and the contexts where they work occur;
- 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;
- Be able to form learning-focused relationships with students;
- Be able to contribute to early childhood service and children's learning by demonstrating the active and collaborative teacher professionalism expected of a developing teacher.

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 exhibition/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 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.
• Be able to 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 and 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.

**Prerequisite(s)**

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.

**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.

**Prerequisite(s)** AEB2010 Mathematics and Numeracy Education or AEB2020 Arts and Literacy Education or equivalent.

**Content**

This unit of study will introduce students to current understandings 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.

**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.

**Prerequisite(s)** 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 discussed. Examples will be selected from primary and secondary settings, including primary education and early childhood education, the middle years and the role of Vocational Education and Training in the Victorian Certificate of Education. Relevant Government policy documents will be examined.

**Required Reading**


**Recommended Reading**


**Class Contact**

Two hours per week of lectures and workshops, or equivalent, for one semester.

**Assessment**

Essay 60%; Class paper 40%.

**AEB3100 STUDENT DIVERSITY IN EARLY YEARS EDUCATION**

**Campus**

Melton.

**Prerequisite(s)**

AEB2110 Teachers Knowing Students as co- or prerequisite.
Content This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention will be paid to early childhood, the early years and middle years setting with the purpose of linking theoretical and practical learning experiences. The unit of study aims to teach pre-service teachers to recognise how teaching practice is located in early childhood service, school and system organisational structures.

Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment;
- Have documented their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups;
- Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation;
- Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.


Class Contact Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising eight hours in unit structures and eight hours workshops, eight hours in online discussions.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers' understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

Placement Pre-service teachers will undertake 17 days in an early years setting with the purpose of linking theoretical and practical learning experiences.

AEB3110 RESPONDING TO STUDENT DIVERSITY

Campus Footscray Park, 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 student 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 program peers in classrooms characterised by personal and cultural diversity.

Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment;
- Have documented their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups;
- Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation;
- Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.


Class Contact Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising eight hours in unit structures and eight hours workshops, eight hours in online discussions.

Assessment Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers' understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

Placement Pre-service teachers will undertake 17 days in an early years setting with the purpose of linking theoretical and practical learning experiences.
Learning Outcomes By the end of this unit of study, pre-service teachers will:

- Understand and apply the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years;
- Have developed an understanding of 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;
- Be able to design, trial and evaluate curriculum (e.g. curriculum units) appropriate for two curriculum fields in the middle years and/or post-compulsory years of schooling;

- Be able to recognise the personal, learning and social effects of curriculum strategies.


Websites

- 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

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).
• Appreciate the importance of supporting parents as the first teachers of their children as literacy learners;
• Demonstrate an awareness of how technology can be used to support and enhance young children’s literacy development;
• Demonstrate their ability to plan appropriate literacy teaching, monitoring, recording and evaluation strategies for young literacy learners;
• Understand and apply principles of learning to VELS English Standards.

Required Reading

Recommended Reading

Class Contact
Three hours per week, or equivalent, comprising one hour lecture and two hours of workshops/tutorials per 10 days Project Partnerships for one semester. Workshops may include mentored activity with 0-3 year old children.

Assessment
Two written assignments in the form of an essay, journal or folio (3000 words) 50% each. Report of satisfactory participation in partnership activities (ungraded).

Placement Nil.

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
By the end of this unit of study, pre-service teachers will:
• Exhibit a thorough understanding of how social and economic policies determine the direction of early childhood services;
• Have knowledge of, and the ability to undertake professional responsibilities in early childhood programs;
• Understand the policy framework for early childhood services in Australia;
• Be able to advocate for children, families and effective early childhood service delivery;
• Have developed their knowledge, understanding and skills of leadership and advocacy in early childhood services;
• Participated in mentoring programs.

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
Folio of administrative/partnership experiences that focus on three selected areas of administration and/or management (1500 words or equivalent) 50%. Report on current issues, policies and practices in a selected area (1500 words) 50%.

Placement Nil.

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
By the end of this unit of study, pre-service teachers will:
• 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.

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
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).

Placement Nil.

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 By the end of this unit of study, pre-service teachers will:
- Have developed a critical understanding of 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;
- Be able to apply theoretical knowledge in a range of early childhood settings and contexts;
- Be able to analyse issues related to the provision of appropriate early childhood programs and practices in culturally diverse communities;
- Be able to articulate their own philosophy of early childhood education, and critically reflect upon the influences underpinning their beliefs about learning and teaching.


Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorial/centre visits.

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, 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 are the effects 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 discussions 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 interprofessional collaboration supports their professional development; report developing practice which demonstrates that they have made a substantial contribution to a collaborating team of teachers who are responsible for the learning of a group of students.

Learning Outcomes By the end of this unit of study, pre-service teachers will:
- Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning;
- Be able to explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
- Be able to demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation.


Websites
- Department of Education and Training (DET). www.softweb.vic.edu.au
- Curriculum@Work. www.softweb.vic.edu.au/catw
- DET Middle Years website will be a valuable resource. http://www.softweb.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, Melton and Sunbury.

Prerequisite(s) One of AEB2250 Healthy Activity, Community and Wellbeing, AEB2251 Imaginative, 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


Websites
- Department of Education and Training (DET). www.softweb.vic.edu.au
- Curriculum@Work. www.softweb.vic.edu.au/catw
- DET Middle Years website will be a valuable resource. http://www.softweb.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, Melton and Sunbury.

Prerequisite(s) One of AEB2250 Healthy Activity, Community and Wellbeing, AEB2251 Imaginative, 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
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maintain safe and secure learning environments and support learning-focused relationships with and among students, including the pastoral care program as a curriculum feature, key issues in government policies relating to diversity, equality and disability. Pre-service teachers will also examine: inter-professional collaboration between teachers, social welfare and integration colleagues; special interest workshops: within the framework of the common program, for each curriculum field in the secondary school; curriculum features and demands of each learning field; current education policies, curriculum documents and related support materials; examples of current successful curriculum practice in secondary schools; planning and implementing the teaching program in the specific learning areas; setting up the classroom for successful learning including safety issues where appropriate, formative and summative assessment strategies; how teachers can support students' career pathways planning in particular discipline fields and learning areas; selection/preparation of appropriate learning support materials, including ICT and online resources.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

- Understand and apply inclusive curriculum planning and teaching which take account of the diversity of students' abilities and of their social and cultural backgrounds;
- Have developed an understanding of 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;
- Be able to generate consistent and sustainable classroom management practices whose goal is to engage students in learning;
- Be familiar with the form of, and processes for, negotiating individual learning management plans;

Required Reading Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, Southbank, Victoria. Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian Curriculum and Assessment Authority 2004-5, VCE Units 1-4 Study Guides for all relevant learning areas.


Websites

- Project Partnerships, Victoria University.
  http://accel.vu.edu.au/partnerships/
- Middle Years Thinking Curriculum.
- Victorian Curriculum and Assessment Authority.
  http://www.vcaa.vic.edu.au
- Victorian Curriculum and Assessment Authority
- Department of Education and Training (DET).
  www.softweb.vic.edu.au
- DET Curriculum Resources.
- Curriculum@Work. www.softweb.vic.edu.au/catw

AEB3252 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 By the end of this unit of study, pre-service teachers will:

- Have been introduced to the primary school setting;
- Have investigated VELS and how it matches developmental needs, identified in early childhood;
- Be familiar with school focused policies and programs;
- Have developed an understanding of the structure and functions of the Department of Education;
- Have a working knowledge of the role of the Victorian Institute of Teaching.


Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials.

Assessment Victorian Curriculum and 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 (ECE 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**

By the end of this unit of study, pre-service teachers will:

- Be able to explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
- Be able to demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation;
- Have developed a personal educational and child learning philosophy which will inform their practice as they enter the profession;
- Have developed a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
- Be able to take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice;
- Be able to 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**


**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).

**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 and skills to the practice 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**

By the end of this unit of study, pre-service teachers will:

- 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;
- Have developed an understanding of 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;
- Be able to generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning;
- Be familiar with the form of, and processes for, negotiating individual learning management plans.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three hours or equivalent per week comprising one hour lecture and two hours of workshops/centre visits.

**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. The Common Assessment Task is a Professional Exposition: Responding to Diversity Inclusive Practice. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences in 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, child learning experiences and teaching practice within a curriculum project. Reporting support of students’ literacy and numeracy learning in all areas of practice and the integration of ICT in teaching will be essential requirements for the task (1500 words equivalent). Task 2: Curriculum project – specific learning area one 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 Partnership experience will provide the context for an investigation into knowledge required and curriculum for teaching in the area of health and physical education. Topics will include the need to enhance the health status and physical and outdoor activity levels of young people; educational issues which take into account sociocultural issues and community health needs and practices; the application of the CSF to authentic teaching practice; and partnerships which focus on programs that can respond to the health needs of the community. The development of school curriculum documents will be considered. Connections between PE and health issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Required Reading
Recommended Reading
Class Contact
Four hours per week, or equivalent, in lectures and workshops and in collaboration with their mentor and community partners 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, 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
By the end of this unit of study, pre-service teachers will:
• Have developed a personal education philosophy that will inform their practice as they enter the profession;
• Have developed a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
• Be working towards taking responsibility for working with a whole class of students in extended practice in semester two;
• Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on and improve practice, especially in ongoing planning and evaluation.
Required Reading
Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Victorian Institute of Teaching, Melbourne.
Recommended Reading

AEB4150 CURRICULUM AND INNOVATION
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) AEB3150 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-directed 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 middle 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, anecdotal 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** By the end of this unit of study, pre-service teachers will:

- Be able to review their personal understanding and the practices of the curriculum, pedagogy and Assessment approaches required of the successful graduating teacher;
- Have generated a personal commitment to, and understanding of, innovation in education;
- Have completed a successful collaborative curriculum/pedagogy innovation project with an explicit social justice intent.

**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.

**Recommended Reading**


**Websites**

- Department of Education and Training (DET). www.sofweb.vic.edu.au
- 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**

- Review and development of curriculum and pedagogical understanding and practice 50%. Report on self-directed curriculum and pedagogy and professional development in preparation for Project Partnerships which will initiate the Semester 2 Professional Portfolio for each pre-service teacher (1500 words). Preparation and 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 school.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will:

- 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;
- Be able to 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;
- Demonstrate their ability to plan appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematicians;
- Understand and apply principles of learning and how children learn to VELS Mathematics Standards;
- Have developed an understanding of 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.

**Required Reading**


**Recommended Reading**

- Burns, M, 7 basics for teaching arithmetic today, Scholastic, available on line at: http://teacher.scholastic.com/professional/teachstat/arith.htm. HOBART, 115

Class Contact Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment Two written assignments in the form of an essay, journal or folio (3000 words) 50% each. Report of satisfactory participation in partnership activities.

Placement Nil.

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 Following completion of this unit of study students will:

• Understand the importance of being a reflective practitioner;
• Understand how to develop evaluation tools for a range of programs and community research;
• Identify and implement a range of research tools;
• Develop a research proposal;
• Understand how to 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.
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 By the end of this unit of study, pre-service teachers will: • 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; • Be able to contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Class Contact Thirty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.
Assessment To pass the unit of study the graduating pre-service teacher must be judged as 'Satisfactory' in readiness to teach and have at least obtained a pass grade in the Professional Portfolio component. The grade for the unit of study will be that awarded to the Professional Portfolio on the condition that the pre-service teacher has been judged as 'Satisfactory' in readiness to teach. Professional Portfolio 100%, 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 All Campuses on which the Bachelor of Education is taught currently: Footscray Park, 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 The pre-service teacher will: • 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; • Be able to articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; • Be able to prepare a convincing application for relevant teaching in educational settings; • Be ready to participate confidently in interviews and similar teaching position selection procedures.
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.

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.
AEB4212 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 By the end of this unit of study, pre-service teachers will:

- 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 Standards for Full Teacher Registration and the Victorian Institute of Teaching professional portfolio.
- Be able to articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education.
- Be able to prepare a convincing application for relevant teaching in educational settings.
- Be ready 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).

Placement Nil.

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 By the end of this unit of study, pre-service teachers will:

- 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;
- Have formed learning-focused relationships with students;
- Be able to 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

- http://www.scienceindschools.org

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.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

- 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 Standards for Full Teacher Registration;
- Be able to articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;
- Be able to prepare a convincing application for relevant teaching in educational settings;
- Be ready to participate confidently in interviews and similar teaching position selection procedures.


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).

AEB4251 UNDERSTANDING THE PROFESSION

Campus Melton.
Prerequisite(s) AEB4150 Curriculum and Innovation.

Content This unit of study will give pre-service teachers a critical overview of teachers’ professional responsibilities as preschool directors and teachers and staff in schools and in school systems. The emphasis in the unit will be to ensure that the graduating pre-service teachers are aware of the organisational and legal conditions of teachers’ work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues; with both schools and early childhood leadership teams.

Learning Outcomes By the end of this unit of study, pre-service teachers will:
• Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and at the Graduate teacher level of the preschool validation process;
• Be able to explain, for example in an interview for employment, the understanding of the legal and organisational responsibilities required of the beginning teacher in both early childhood and primary settings;
• Confidently articulate an understanding of the organisational and system conditions of teachers’ work needed to make judgements about possible employment situations.


Class Contact Two hours or equivalent per week comprising one hour lecture and one hour of workshops/tutorials/centre visits.

Assessment Professional portfolio 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the preschool, centre, school and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

Placement Nil.

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 (EC (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. This unit 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 By the end of this unit of study, pre-service teachers will:
• 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.
• Be able to refine a personal educational and child learning philosophy which will inform their practice as they enter the profession;
• Have developed a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
• Be able to 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), the readiness to teach of the graduating early childhood teacher;
• Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.


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).

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**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 project through the keeping of a personal journal; report the progress in literary and other formats of collaborative action research in particular curriculum areas to the education and wider communities.

**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.

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**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**

By the end of this unit of study, students will:

- Have enhanced their skills in the following areas: goal and outcomes setting, data collection and interpretation in Action Research, writing for professional audiences, journal and case writing, outcomes-based evaluation, formulation and presentation of findings of an Action Research project;

- Have been encouraged to work together in co-operative groups.

**Required Reading**


**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**

Preparation of a program document (submission, evaluation, report) related to each student’s professional workplace (2000 words) 50%; Preparation and presentation of tutorial paper 50%.

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**AEB4283 PROFESSIONAL PRACTICE**

**Campus** St Albans.

**Prerequisite(s)** AEB0061 Action Research.

**Corequisite(s)** AEB2484 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**

By the end of this unit of study, students will:

- Have developed good practice within the working community;

- Be able to 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;

- Be able to determine good practice in relation to the process of referrals, adequate follow-up, and the requirements of duty of care and legal responsibility.

**Required Reading**

AEB4284 REFLECTIVE PRACTICE SEMINAR
Campus St Albans.
Prerequisite(s) AEB4174 Activity Research 1.
Corequisite(s) AEB4283 Professional Practice.

Content In conjunction with the Professional Practice unit, this seminar aims to engage students in an action reflection process based on their placement experiences and develop a professional portfolio that will embed theory and practice links and enhance students' employment opportunities upon graduation.

Learning Outcomes By the end of this unit of study, students will:
- Have developed a stronger action reflection framework to their practice;
- Be able to identify the roles and responsibilities involved in working as a practitioner with young people within communities;
- Be able to document the requirements of organisation and agency policy in relation to young people;
- Be able to identify good practice in relation to the process of referrals, adequate follow-up, and the requirements of duty of care and legal liability.


SCHOOL OF EDUCATION

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.

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 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 knowledge and skills necessary to become 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 views; 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 reporting; the construction and use of tests, observation schedules, and exercises such as concept mapping; the establishment of criteria of quality of performance, the organisation and use of student self-Assessment and peer assessment.

Knowledge of the learning outcomes, approaches and resources specified in the unit, especially as outlined through the CSFII and VCE, and other common resources in the subject area will also be examined.

Required Reading To be advised by lecturer.
Class Contact Three hours per week for two semesters comprising seminars and workshops.

Assessment By assignments, presentations and projects.

AED0021 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)
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 aims to develop students' awareness and appreciation of the nature of inquiry surrounding physical education. It further aims to provide an understanding of the impact of physical education in the lives of younger populations. Physical education will be
introduced from a number of perspectives including: historical, sociocultural, psychological and physiological. A number of important current aspects of research in physical education with children and adolescents will also be explored. An introductory approach to swimming and water safety education will be included in this unit of study.

Learning Outcomes By the end of this unit of study, pre-service teachers will:

• Have developed an understanding of the past and future direction of physical education;
• Have initiated development into their knowledge and skills in physical education teaching;
• Have experienced a range of physical education activities including classes in the aquatic environment.

Required Reading To be specified by lecturer.


Professional journals where appropriate such as the ACHPER Journal, Quest and JOPERD.

Websites
• www.achper.org.au
• www.aahperd.org
• www.caahperd.ca/ejournal/
• www.pacentral.org
• Water Safety. http://www watersafety vic govt
• VICSWIM. www vicwim org au www austswim com au/
• DET Curriculum Resources. www sofweb vic edu au c urric index htm Curriculum @Work. www sofweb 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 4000 words).

AED0023 PHYSICAL ACTIVITY AND CHILDHOOD
Campus All campuses on which the Bachelor of Education is taught, currently: Footscray Park, St Albans, Melton and Sunbury.

Prerequisite(s) Nil.

Content This unit of study will provide an understanding of developmental physical activity and the unique responses of this age group. Pre-service teachers will explore the design of learning experiences for young children in areas such as ball skills, gymnastics, and manipulative skills and further explore the potential of these activities in indoor and outdoor settings. Pre-service teachers will study the key learning areas of dance as a major focus in this unit of study. Critical debate will be encouraged on the role of spontaneous play in this age group, participation, co-operation, belonging, self esteem, winning, losing and an appreciation of the processes and production of games and team sports. Practical experiences will include a focus on skills development and refinement, individual, partner and group-based activities, and a strong emphasis on the teaching of creative, modified and traditional games and sports.

Learning Outcomes By the end of this unit of study, pre-service teachers 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;
• Have knowledge of fundamental motor skills required by children which enable them to participate in physical activity;
• Be able to evaluate movement patterns in children during physical activity;
• Be able to 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).

AED0024 PAEDIATRIC PHYSICAL ACTIVITY SCIENCES
Campus All campuses on which the Bachelor of Education is taught, currently: Footscray Park, Melton and Sunbury.

Prerequisite(s) AED0022 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, training and training; strength and power responses in childhood and adolescence; special consideration for children exposed to exercise under environmental stresses such as heat and humidity; nutrition; special populations; motivation and self-esteem; cardiovascular disease risk factors in childhood, retrospective and prospective research and implications. The unit of study will also
initiate learning and teaching of the key area of health-related fitness programming and athletics.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will have:
- Gained sound knowledge of physical activity for children catering to a range of needs from childhood obesity to young elite sporting stars;
- Developed an understanding of a specific population-based focus on exercise stresses in children and adolescents;
- Gained an understanding of the underlying issues surrounding paediatric exercise science which contributes to its unique focus in areas such as sport science, education, coaching and public health.

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

**Recommended Reading**
- Australian Sport Commission 2004, Athletics beginning coaching level 1; manual, Belconnan, ACT. Other texts and websites to be advised by lecturer.
- Thirty-six hours for one semester, comprising lectures, seminars and practical components.

**Class Contact** Thirty-six hours for one semester, comprising lectures, workshops and practical experiences.

**Assessment** Project 30%; Progressive Assessment 40%; Skill development/reflective writing (total 4000 words) 30%.

### AED0025 PHYSICAL ACTIVITY, HEALTH AND ADOLESCENCE

**Campus** All Campuses on which the Bachelor of Education is taught, currently: Footscray Park, Melton and Sunbury.

**Prerequisite(s)** AHD0023 Physical Activity and Childhood.

**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** By the end of this unit of study, pre-service teachers will:
- Developed an understanding of the key terminologies in the areas of physical activity, health, and adolescence;
- Comprehended the main physical, social and emotional changes occurring at the adolescent phase of human development;
- Demonstrated an awareness of the key health issues affecting adolescents;
- Understood the critical association between adolescent physical behaviours and their health;
- Acknowledged the role that physical activity plays during adolescence in facilitating community health;
- Undertaken 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.**

**Recommended Reading**

**Websites**
- www.achper.com.au
- www.brightfutures.org/physicalactivity

**Class Contact** Forty-eight hours for one semester comprising lectures, seminars and practical components.

**Assessment**
- Curriculum project 35%; Associated skill development presentation 10%; Essay based activity 35%; Research review task 20% (Total 4000 words).

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### AED0026 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND HEALTH

**Campus** Melton and Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study will examine the following areas: the concept of equality in physical education; valuing cultural diversity; the challenge for physical educators; models and terminology in the field of health; how does health education fit into the curriculum?; theories and practice in preventing disease; breadth and balance in the physical education curriculum; progression and continuity in physical education between primary and secondary school; formal and informal modes of Assessment in physical education; working with the community: positive or negative for schools; incorporating technology in the teaching of physical education and health; individual sports and adventure activities suitable for the school setting. Are all professional bodies on the same page?

**Learning Outcomes** By the end of this unit of study, pre-service teachers will:
- Have developed an understanding of contemporary language, terminology and models in the teaching areas of physical education and health;
- Comprehend current methodologies associated with the development, presentation, and Assessment of curriculum in the areas of physical education and health;
- Demonstrate an awareness of socially responsible policies and practices in physical education and health in relation to equity and cultural diversity;
- Be able to 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.**

**Recommended Reading**

**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 4000 words).

### AEF1001 INTRODUCTION TO COMPUTER MEDIATED ART

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit of study is designed to provide beginning artists with an understanding of the ways that computers can and do affect their lives. Practical experience in applications which directly and indirectly concern artists will be examined. Students will explore Macintosh operating systems and PC operating systems and related hardware, basic word-processing and desktop publishing software, and basic graphic software packages. Database software packages and Zip drive software and hardware will be explored in order to learn how to manage their beginning image collection. Graphic file formats such as TIFF, PICT, EPS and JPEG will be examined along with format conversion software. Lectures will address bit-mapped and object-oriented graphics. CD-ROM technology will be explored as well as data compression and storage systems. Students will be encouraged to use the computer as a tool for other units of study and personal use.

Dabbler will be the main art software package used.

Recommended Reading Wired Magazine.

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

Assessment Folio 50%; Class presentation 25%; Electronic journal 25%.

AEP1002 INTRODUCTION TO DRAWING AND PAINTING
Campus St Albans.
Prerequisite(s) Nil.

Content This unit of study consists of the two most basic analogue arts – painting and drawing – and examines the relationships between the two disciplines. The unit will examine elements common to both areas such as types of supports used to draw and paint upon; the different types of media which can be employed, and mark making. Students will use basic and common elements in the visual arts and explore them in making visual art works. In addition to exploring commonalities, this unit will also explore differences unique to each discipline. Drawing will introduce students to traditional approaches. Content will focus on shape, modelling and perspective while painting will focus upon colour, types of paint and methods of application. Lectures will draw upon historical and contemporary examples of drawing and painting, the relationships between art and gender and beginning issues in two dimensional design. Gallery visits will be included in the program as well as lectures by visual artists.


Recommended Reading Stephenson, J 1993, The materials and techniques of painting, Thames and Hudson, New York.

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

Assessment Folio and support work 80%; Visual arts journal 20%.

AEP1003 COMPUTING FOR ARTISTS
Campus St Albans.
Prerequisite(s) AEP1001 Introduction to Computer Mediated Art or equivalent.

Content This unit of study addresses the needs of persons who make art using the computer as the primary agent, but does so within a theoretical framework. This unit builds upon the variety of computing uses available to the art-making process. Content will focus on distinctions between computer-mediated art, image processing, and computer art and will contextualise a variety of software packages within a theoretical framework. Unlike semester one which focused upon static two-dimensional art, this semester will be exploring moving two dimensional art, referred to as time-based art or projected painting art. Students will continue to employ the professional art software package Painter also incorporating basic Apple software applications iMovie, iTunes, iPhoto and iDVD. The relevant hardware and software will then be applied to a time-based art project of your own negotiated choice.

Required Reading Pogue, D 2005, iMovie HD, iDVD and iPhoto 5: the missing manual, O’Reilly Press.

Recommended Reading Wired Magazine.

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

Assessment Time-based art proposal 30%; Time-based art 50%; Class participation 20%.

AEP1004 LIFE DRAWING AND PAINTING
Campus St Albans.
Prerequisite(s) AEP1002 Introduction to Drawing and Painting or equivalent.

Content This unit of study will continue to combine the two disciplines of drawing and painting and build upon issues examined in AEP1002 Introduction to Drawing and Painting. The traditional unit of the nude-male and nude-female will be used to link both areas. Working from models, students will refine visual skills, techniques and language. Drawing will emphasise the ability to judge proportions, understand the underlying skeletal and muscular structure and the placing of the figure in space. Painting will further structure the nude art work by organising the elements of colour, texture and scale. Lectures will emphasise the relationship between the ability to judge proportions, understand underlying structures, placing objects in space, colour, texture and scale and computer-mediated art. Lectures will also address further issues in two dimensional design and begin to discuss colour theory as it relates to the nude and by implication, to computer-mediated art. Finally, lectures will address the issue of observation as a research methodology.


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

Assessment Mid-semester folio 30%; Final folio and support work 50%; Class participation 20%.

AEP1005 SURVEY OF ART 1
Campus St Albans.
Prerequisite(s) Nil.

Content The aim of this unit of study is to equip students with a solid understanding of the evolution of the art of the western world and of the structures within art history and theory, thereby facilitating an appreciation of current art and art issues within a social, historical and political framework. Students will be introduced to a wide variety of artists, art practices, art ideas and theories, both past and present, in order that they can develop critical and analytical skills. This proficiency will enhance students’ abilities to position their own art practices in an informed and professional manner within contemporary analogue and digital art societies. This unit of study incorporates an excursion to a major exhibition at the National Gallery of Victoria. Lectures will address: defining art; art history and theory; power, politics, religion and revolution; modernism; postmodernism and post-history; the body, the gaze and issues of gender.

Required Reading In order to keep abreast of current art history and theory issues the Required Reading will be supplied by the lecturer.


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

Assessment Essay 40%; Class presentation 30%; Review of exhibition 30%.

AEP1006 SURVEY OF ART 2
Campus St Albans.
Prerequisite(s) AEP1005 Survey of Art 1 or equivalent.

Content Continues from semester one the historical and contemporary analysis of art with a focus on the Australian cultural context. Lectures will explore issues such as: the art of Indigenous Australians; the landscape; the colonial; postmodernism; appropriation and new media; the Asia Pacific region; Biennales and ‘the cultural cringe’; and the expatriate tradition. A gallery visit will form an important component of the unit.

Required Reading In order to keep abreast of current art history and theory issues the Required Reading will be supplied by the lecturer.

Recommended Reading Sayers, A 2001, Australian art, Oxford University Press, UK.

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

Assessment Essays 50%; Class presentation 30%; Review of exhibition 30%.

AEP1007 INTRODUCTION TO CYBERCULTURE
Campus St Albans.
Prerequisite(s) Nil.

Content This unit of study is designed to provide beginning artists with an overview of the technological shaping of our culture. Students will learn about the development of the internet, topics regarding its content and direction and how it is impacting and evolving the field of communications. Issues arising from a variety of media relevant to cyberculture will be explored, including popular films, internet games, and a designated text. Students will author and launch online a creative website using Dreamweaver and Fireworks MX and gain competency in the use of a variety of computer-mediated communication including email, newsgroups, subscription lists and chat rooms for discussion and collaboration with peers.

Required Reading UPDATE. Gauntlett, D 2000, Web studies: rewiring cyberspace, New, J 2005, Australian art, Oxford University Press, USA. Please note: As this is such a dynamic and ever-changing field, appropriate texts will change frequently. Most assigned readings will be on the web.

Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial per week. In addition to this, it is expected that students devote at least three self-directed hours per week to each unit of study.

Assessment Online and class participation 30%; Essay 30% Web project and presentation 40%.

AEF1008 CYBERCULTURE STUDIES
Campus St Albans.
Prerequisite(s) AEF1007 Introduction to Cyberculture.
Content This unit of study builds upon the first semester unit: Introduction to Cyberculture. The broad philosophical theories introduced in semester one, are examined in more detail. Detailed attention will be given to cyberculture including examinations of hacktivism, political and social activism on the net, copyright and file sharing and cybering in general. There will also be a focus on the ways in which different technologies have shaped the studio practices of visual artists, in particular the relationship between cyberculture and the production of visual arts.

Tasks and projects include visits to virtual art galleries and museums, research and analysis of web-based electronic art and the collaborative production of a virtual art gallery online.

Required Reading Berners-Lee, T 1999, Weaving the web: the past, present and future of the World Wide Web, Orion, London. Please note: As this is such a dynamic and ever-changing field, appropriate texts will change frequently. Most assigned readings will be on the web.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial per week. In addition to this it is expected that students devote at least three self-directed hours per week to each unit of study.

Assessment Tutorial presentation and class/online participation 20%; Virtual resource folio 20%; Analytical essay 30%; Website and presentation 30%.

AEF2001 ART AND TECHNOLOGY
Campus St Albans.
Prerequisite(s) AEF1006 Survey of Art 2 or equivalent.
Content The aim of this unit of study is to equip students with a solid understanding of the evolution of art and technology in the western world and of the structures within art history and theory thereby facilitating an appreciation of current art and technology issues within a social, historical and political framework. Students will be introduced to a wide variety of artists, art practices, art ideas and theories, both past and present, to add to their first-year knowledge in order that they can develop critical and analytical skills. This proficiency will enhance students’ abilities to position their own art practices in an informed and professional manner within our contemporary analogue and digital art societies. Lecture topics range from reproduction and the camera to memory and the memorial; the transformation of nature and the new old and new; the mortality of the image; Heidegger, Virilio and ‘being’; memory and the memorial; the transformation of nature and the new convergence of art, culture and technology. Many of the sessions will be conducted onsite at various galleries.

Required Reading In order to keep abreast of current art history and theory issues the Required Reading will be supplied by the lecturer.

Recommended Reading Putnam, J 2001, Art and artefact: the museum as medium, Thames and Hudson, London.

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

Assessment Essay 40%; Class presentation 30%; Review of artist’s work 30%.

AEF2002 STILL LIFE DRAWING AND PAINTING
Campus St Albans.
Prerequisite(s) AEF1004 Life Drawing and Painting or equivalent.
Content The notion of the still life; from its traditional art historical milieu, to its function as a metaphor for artwork in general, will be explored in the context of contemporary art practice via a series of rigorous studio-based projects incorporating drawing and painting. To facilitate a unique visual vocabulary students will be encouraged to work experimentally with still life objects selected for their conceptual relevance to issues concerning personal identity and culture. This preliminary research will be extended into individual projects resulting in a resolved series of contemporary artworks aimed at public presentation or 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, the concept of research in the visual arts and computer-mediated extensions of drawing and painting.

Learning Outcomes Following completion of this unit of study students will have:

- An understanding of the concept of still life in historical and contemporary art practice;
- An ability to respond to given tasks with a flexible and innovative approach;
- Proficiency with a variety of drawing/painting materials and techniques;
- An ability to generate ideas independently for the production of artworks;
- An ability to create sophisticated finished artwork.

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

Recommended Reading Sholette, G & Thompson, N (eds) 2004, The interventionists: users’ manual for the creative disruption of everyday life, MIT Press, US.

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

Assessment Preliminary folio 30%; Research proposal 10%; Final folio and support work 50%; Class participation 10%.

AEF2003 AESTHETICS AND ART CRITICISM
Campus St Albans.
Prerequisite(s) AEF2001 Art and Technology or equivalent.
Content This unit of study is designed to introduce students to aesthetics and art criticism as a branch of philosophy. Lectures will draw upon basic analytical tools of philosophy to the traditional concepts, arguments and theories of beauty and art as they particularly relate to computer-mediated art. Lecture topics range from the mono-culturing of the global village, the sublime and digital aesthetic; utopias old and new; the mortality of the image; Heidegger, Virilio and ‘being’; memory and the memorial; the transformation of nature and the new convergence of art, culture and technology. Many of the sessions will be conducted onsite at various galleries.

Required Reading In order to keep abreast of current art history and theory issues the Required Reading will be supplied by the lecturer.

Recommended Reading Putnam, J 2001, Art and artefact: the museum as medium, Thames and Hudson, London.

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

Assessment Essay 40%; Class presentation 30%; Review of artist’s work 30%.

AEF2004 EXPERIMENTAL ART
Campus St Albans.
Prerequisite(s) AEF2002 Still Life Drawing and Painting or equivalent.
Content This unit of study will facilitate students’ creative development and expansion of individual art practice through the exploration and engagement with different mediums and processes. One aim of this unit is for students to be able to effectively communicate their own conceptual intentions underlying their work. Overall, the unit seeks to be a site of Content development where students have the opportunity of experimenting with different media while integrating concepts and ideas in response to knowledge gained in history and theory units.

Examples of different artists and their varying approaches to media and concepts will be presented for critical discussion. Assessment will include set projects in class. In addition, students will be expected to complete both two dimensional and 3D or multi-dimensional artworks incorporating their own concepts and choice of different mediums. Students will also have the opportunity to interface both analogue and digital media within their art practice.


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

Assessment Final folio presentation; Mid-semester review; Class participation and visual diary.
AEF2005 INTRODUCTION TO VIDEO ART  
Campus St Albans.  
Prerequisite(s) AEF1003 Computing for Artists or equivalent.  
Content This unit of study is a studio experience introducing students to basic video and animation concepts and techniques leading to the production of experimental animation and video. Through the creation of Digital Presentations, this studio experience emphasises visual structure and artistic conceptualisation while examining emerging artistic media and technology. Students will investigate the interrelationships between traditional static art forms and the new technologies of animation and video art.  
Learning Outcomes Following this unit of study students will be able to:  
- Use digital video camera and the video editing software Final Cut Pro;  
- Apply these skills to THEIR individual studio practice;  
- Understand contemporary video art practice and its forms of presentation, from screen based to installation;  
- Understand the history of experimentation in temporal visual practice including film works, the advent of video and video in conceptual art or;  
- Complete an independent project by the end of semester to be presented in a form/location of their choice.  
Recommended Reading Spalter, AM 1999, The computer in visual arts, Addison-Wesley, Chicago.  
Class Contact One contact hour and one three-hour tutorial per week. In addition to this, it is expected that students devote at least three self-directed hours per week.  
Assessment Folio of Photoshop images 25%; Animated title sequence and credit sequence 25%; Animation using After Effects presented as a VHS video 50%.  

AEF2006 VIDEO ART  
Campus St Albans.  
Prerequisite(s) AEF2005 Introduction to Video Art or equivalent.  
Content Through advanced projects involving digital time-based media and a variety of visual technologies, students will produce refined artistic statements involving elements of video, digital media, animation and audio. Lecture topics will include: the conceptualisation, design, selection, creation and implementation of an advanced conceptual and experimental approach to video and digital media related to current developments in contemporary art.  
Recommended Reading Current websites on video art which will be made available by the lecturer.  
Class Contact One contact hour and one three-hour tutorial per week. In addition to this, it is expected that students devote at least three self-directed hours per week.  
Assessment Group video project 50%; Folio of video artworks 50%.  

AEF3001 THE DIGITAL IMAGE  
Campus St Albans.  
Prerequisite(s) AEF2005 Introduction to Video Art or equivalent.  
Content This unit of study will study the production of 3D artworks. Students will learn the use of the software package LightWave™: 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.  
Websites  
- http://cmaarts.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%.  

AEF3004 COMMUNITY AND INDUSTRIAL PLACEMENT  
Campus St Albans.  
Prerequisite(s) AEF3005 Installation Art or equivalent.  
Content This unit of study will require students to undertake a research project in a community/industrial setting in the western suburbs where possible. Students will be expected to develop, implement and evaluate a visual art project in conjunction with community groups such as schools or local art organisations or in industrial settings such as
commercial galleries, arts festivals or art and design companies. Students will be involved in the production of artwork and its documentation collecting copies of work samples and developing a portfolio which reflects their involvement. Lectures/workshops will focus on art as a professional activity incorporating ethics and responsibilities of the workplace. Students will produce and present an exegesis on the project, prepare an updated resume including duties, responsibilities and acquired skills, and design a flyer and business card for self-marketing to facilitate opportunities.

**Required Reading** To be negotiated with student.

**Recommended Reading** VU Website: www.vu.edu.au http://203.24.93.251/yourSkillsPortfolio.cfm

**Class Contact** The equivalent of four hours per week for one semester.

**Assessment** Employers’ report, hurdle requirement; Placement diary; Folio of work samples; Student report/presentation.

**AEF3005 INSTALLATION ART**

**Campus** St Albans.

**Prerequisite(s)** AEF2006 Video Art and AEF2004 Experimental Art or equivalent.

**Content** This unit of study locates the students’ own installation practice within historical and contemporary forms of practice. In particular, it extends the sorts of issues raised in Experimental Art and Video Art in year two and seeks to integrate these forms of studio practice. Installation Art will employ virtual immateriality in order to simulate an exhibition of digital art presented in a public space. This unit will result in an exhibition presented in ‘real time’ via video or computer, or net-based site-specific work.


**Recommended Reading** De Oliveira, N 1996, Installation art, Smithsonian Institute, US.

**Class Contact** One one-hour lecture and one three-hour tutorial per week. In addition to this, it is expected that students devote at least three self-directed hours per week.

**Assessment** Folio of three minor installation works 50%; Major ephemeral installation situated in the University grounds 50%.

**AEF3006 GRADUATING EXHIBITION**

**Campus** St Albans.

**Prerequisite(s)** Successful completion of Years 1 and 2 and Semester 1, Year 3.

**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 works on computer screen will be examined. Selection of exhibition focus, cataloguing of work, publicity, staffing of the exhibition, and guest speakers will also be addressed. Exhibiting the work in non-traditional forums will be discussed. Students will appraise their Graduating Exhibition using a variety of evaluation tools including critical responses from diverse sources.

**Required Reading** The Octopod Collective 2004, HZW2: 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%.

**AEF4001 HONOURS INDIVIDUAL CREATIVE PROJECT A**

**Campus** St Albans.

**Prerequisite(s)** Admission into Honours stream.

**Content** The content of the student's creative output will be outlined in the research proposal submitted by the student prior to admission into the Honours 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.


**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.

**AEF4002 HONOURS INDIVIDUAL CREATIVE PROJECT B**

**Campus** St Albans.

**Prerequisite(s)** AEF4001 Honours Individual Creative Project A.

**Content** This unit of study builds on work undertaken in AEF4001 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.

**Required Reading** Thorburn, D & Jenkins, H 2003, Rethinking media change: the aesthetics of transition, MIT Press, Cambridge, US.


**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.

**AEF4003 HONOURS SPECIAL STUDY RESEARCH PROJECT**

**Campus** St Albans.

**Prerequisite(s)** AEF4012 Honours program core unit and AEF4001 Honours Individual Creative Project A.

**Content** The specific Content of the exegesis will be determined by the student in consultation with his or her theory supervisor. In general, the exegesis should describe the student's individual creative project and locate it within a contemporary theoretical context.


**Class Contact** Formal contact with the supervisor is equivalent to one hour per week. The student may also be required to attend an occasional research seminar. In addition the student is expected to devote at least three self-directed hours per week to the unit.

**Assessment** The unit of study will be assessed by an exegesis of 5000 words or equivalent in length.

**AEF4004 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.

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

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

**Assessment** Meta-evaluation 35%; Evaluation proposal 55%; Participation 10% (Subject to change).

**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 considered within an overview of the role of the Arts in society. 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 situation.


**Class Contact** Thirty-nine hours for one semester including lectures, workshops or equivalent.

**Assessment** Written assignment of 4000 words 75%; Oral presentation 25%.

**AEG1004 COMMUNITY ARTS PROJECT MANAGEMENT**

**Campus** Footscray Park.

**Prerequisite(s)** AEG1003 Current Issues in Community Arts; or equivalent.

**Content** The first part of this unit will involve students studying arts projects involving presentation or performance in a variety of contexts and evaluating them in relation to relevant theory. Project planning, funding and management structures will be examined. Projects will be considered within an overview of the role of the Arts in society. The second part of the unit will involve students planning their own performance/presentation project in conjunction with a community organisation.


**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%.

**AEG1308 MIDDLE YEARS OF SCHOOLING**

**Campus** Footscray Park and Melton.

**Prerequisite(s)** Nil.

**Content** This unit of study will present the findings of research in the middle years of schooling from Australian and international sources. Emphasis will be given to work undertaken in Australia by organisations such as the National Schools Network. Teachers will be required to develop, trial and report on a classroom innovation in the middle years of schooling.


**Class Contact** One-hour lecture and four three-hour workshops for one semester and 18 hours of workshops and 21 hours in a school-based independent Action Research project.

**Assessment** Report of Action Research project (3500 words) 100%.

**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** Campbell, DM 2004, How to develop a professional portfolio: a manual for teachers, Pearson, Allyn and Bacon, Boston.


**Class Contact** Thirty-six hours via flexible delivery.

**Assessment** The student will prepare a comprehensive portfolio of professional experience (4000 words or equivalent, ungraded). The Assessment 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%.

**AEG1410 MINOR ACTION RESEARCH PROJECT**

**Campus** Footscray Park and Melton.

**Prerequisite(s)** Nil.

**Content** In this unit of study students will be required to complete an Action Research project on an area related to their professional work. During seminars students will learn about the Action Research process, receive direction and assistance in formulating an Action Research plan, discuss relevant current classroom activities and research findings and share the results of their own research.


**Class Contact** Thirty-nine hours per semester comprising one one-hour lecture and five three-hour seminars per semester and 24 hours of supervised project work.

**Assessment** Action research proposal (1500 words) 33.3%; Journal (3000-4000 words) 33.3%; Oral or workshop presentation of findings 33.3%.

**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; Action Research evaluation of curriculum; Action Research and action learning; traditional research and issues of methodology; planning and conducting an Action Research project; gathering data for Action Research; and ethical issues in Action Research.


**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 curricular 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** By the end of this unit of study, 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;
- The identify and evaluate the values informing curriculum development;
- Relate the social, economic and political context to curriculum;
- Analyse and compare models of curriculum;
- Develop curriculum that is flexible and responsive to the experiences of learners;
- Collaborate experiences of curriculum development in a range of contexts;
- Critique and critically reflect;
- Identify and analyse the models and processes at community, systemic and institutional levels, and local and global contexts for curriculum review, development and innovation;
- Identify personal and professional needs and strengths in terms of curriculum knowledge and curriculum development experience.


**Class Contact** Thirty-six hours via flexible delivery which will incorporate classroom activities, workshops, seminars, research and inquiry, online discussions, peer discourse and workplace activities.

**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 task will include: Verbal presentation of their curriculum inquiry (1000 words) 30%; Written report of their curriculum inquiry (4000 words) 70%.
AEG1502 EVALUATION
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.

Content In this unit of study the theories and processes of evaluation for use in various learning settings will be presented. The meaning of evaluation and the importance of evaluation goals and objectives will be explained and various evaluation models and their appropriate use analysed. The particular evaluation processes will include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative (focusing on final product) will be discussed. The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, will be included in the unit of study.


Class Contact Thirty-six hours via flexible delivery.
Assessment It is expected that students will independently or collaboratively complete the Assessment for this unit of study. Evaluation proposal (2000 words) 40%; Evaluation report (3000 words) 60%.

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 developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.


Class Contact Thirty-six hours via flexible delivery.
Assessment The Assessment for this unit of study will be negotiated with the learner to ensure relevance to the individual learner and their workplace. The tasks will include a literature review (1000 words) 30%; A report on an organisational innovation (3000 words) 50%; 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-literals, lifelong learning, new technologies (podcasting, blogosphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices.

Learning Outcomes By the end of this unit of study, pre-service teachers will be able to:
1. Explain contemporary theories and practices of new learning;
2. Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools;
3. Introduce elements of new learning, where appropriate, into their practice;
4. Communicate effectively using academic and professional protocols and standards.


Class Contact Three hours per week
Assessment Group Task – poster/website 40%; Essay (1500 words) 30%; Project report (1500 words) 30%.

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%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1653 APPROACHES TO TEACHING AND LEARNING 1**

**Campus** Footscray Park and Sunbury.

**Prerequisite(s)**

**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? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will be able to:

- Document their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices;
- Generate working explanations for the diversity of student learning encountered during Project Partnerships;
- Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning;
- Demonstrate their capacity to document lesson/curriculum planning and the Assessment of student learning;
- Demonstrate the use of a range of approaches to reflect on and improve practice.

**Required Reading**


**Class Contact** Three hours per week (plus 20 days of supervised teaching practice and 10 days Project Partnership).

**Assessment**

- **Group Task** – lesson plan/learning theory exposition (1000 words) 40%; Classroom management plan (500 words) 20%; Partnership report (500 words) 20%; Draft professional portfolio (1000 words) 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1654 APPROACHES TO TEACHING AND LEARNING 2**

**Campus** Footscray Park and Sunbury.

**Prerequisite(s)**

- AEG1653 Approaches to Teaching and Learning 1.
- **Content** This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1 and the discipline studies studied in the Graduate Diploma in Secondary Education. In this unit of study pre-service teachers will continue to explore aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills and practices; issues related to Assessment methods, legal and safety aspects of teaching, and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning: What is it that creates an effective learning environment that is inclusive of all students? And how do we evaluate whether this has been achieved? The Praxis Inquiry protocol will continue to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will be able to:

- Document their understanding of a wide range of teaching and learning (pedagogical and cognitive theories and practices);
- Generate working explanations for the diversity of student learning encountered during Project Partnerships;
- Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning;
- Demonstrate their capacity to document lesson/curriculum planning and the Assessment of student learning;
- Demonstrate the use of a range of approaches to reflect on and improve practice;
- Develop and present a professional portfolio.

**Required Reading**


**Class Contact** Three hours per week (plus 20 days of supervised teaching practice and 10 days Project Partnership).

**Assessment**

- **Group Task** – lesson plan/learning theory exposition (1000 words) 40%; Final Partnership report (1000 words) 20%; Professional portfolio (1000 words) 40%. 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 VIT 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 graduate 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** By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Victorian Essential Learning Standards, VCAL 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.
- Visual Arts Flood, J, Health, SB & Lapp, D (eds) 2005 Title handbook of research on teaching literacy through the communicative and visual arts, [electronic resource], Lawrence Erlbaum, Mahway, New Jersey.
- Drama Poston-Anderson, B 2007, Drama: learning connections in primary schools, Oxford University Press, Melbourne. Lewis, M, 2005,


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).

AEG1661 TEACHING CREATIVITY AND THE ARTS 2

Campus Footscray Park.

Prerequisite(s) AEG1660 Teaching Creativity and the Arts 1.

Content This is a method designed for students who have met VIT requirements for teaching Visual Arts, Drama, Dance, and/or Media Studies. The unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit 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, VCAA, and the VCE.

Learning Outcomes

By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAA, and the VCE.

Required Reading

VCAA 2007, VCE Business Management study design, Melbourne.

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).

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. 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, VCAA, and the VCE.

Recommended Reading


Class Contact

Three hours per week for one semester.
Learning Outcomes By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Required Reading VCAA 2007, VCE Business Management study design, Melbourne.

Recommended 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).

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 By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Class Contact Three hours per week.

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).

AEG1665 TEACHING PSYCHOLOGY 2

Campus Footscray Park.

Prerequisite(s) Teaching Psychology 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. 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 By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Class Contact Three hours per week for one semester.

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 Environments 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 By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Class Contact Three hours per week for one semester.

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 By the end of this unit of study, pre-service teachers will:

- Have developed knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.


Class Contact Three hours per week for one semester.

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 of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in Assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-Assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes By the end of this unit of study, pre-service teachers will 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.

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 By the end of this unit of study, pre-service teachers will 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%; Teaching 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.
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, 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 By the end of this unit of study, pre-service teachers will 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.
AEG1674 TEACHING ENGLISH AS A SECOND LANGUAGE 1
Campus Footscray Park.
Prerequisite(s) Nil.
Content Teaching English as a Second Language 1 will help pre-service teachers to develop an understanding of the following: common terminology used in the ESL field; an overview of current ESL provisions; the ESL Frameworks; what is the nature of language?; historical outline of the development of ESL methodology; grammar-translation method; direct method; audio-lingual method; the silent way; suggestedpia: community language learning; and total physical response method. This unit will also 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 stream. 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 the curriculum of unit of curriculum of this discipline will also be reflected upon and will inform the design of the graduating portfolio. 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 By the end of this unit of study, pre-service teachers will:
• Have knowledge of how students learn, effective teaching strategies and discipline specific content;
• Have the ability to plan and assess effective learning, employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Be able to demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline.
Learning Outcomes

VCAL and the VCE. the aims, approaches and resources relevant to the unit of study, establishment of criteria of quality of performance; the organisation and approaches and descriptive reporting, the construction and use of tests, 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 development of assessments; 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

By the end of this unit of study, pre-service teachers will have:

- Knowledge of how students learn, effective teaching strategies and discipline specific content;
- The ability to plan and assess for effective learning, employ a range of resources to engage students and maintain a safe and challenging learning environment;
- The capacity to 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).

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 constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in Assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-Assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes

By the end of this unit of study, pre-service teachers will have:

- Knowledge of how students learn, effective teaching strategies and discipline specific content;
- The ability to plan and assess for effective learning, employ a range of resources to engage students and maintain a safe and challenging learning environment;
- The capacity to 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).
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, coaching, 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 of assessment, 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, VCam and the VCE.

Learning Outcomes By the end of this unit of study, pre-service teachers will have:

- Knowledge of how students learn, effective teaching strategies and discipline specific content;
- The ability to plan and assess for effective learning, employ a range of resources to engage students and maintain a safe and challenging learning environment;
- The capacity to reflect, evaluate and improve their knowledge and practice in the discipline.


Campus Sunshine.

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, 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 of assessment, 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, VCam and the VCE.

Learning Outcomes By the end of this unit of study, pre-service teachers will 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.


Campus Sunshine.

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 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)
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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 the 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 By the end of this unit of study, pre-service teachers will 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 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).

AEG1681 TEACHING PHYSICAL EDUCATION 2

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, VCAL and the VCE.

Learning Outcomes By the end of this unit of study, pre-service teachers will 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 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).

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, VCAL and the VCE.

Learning Outcomes By the end of this unit of study, pre-service teachers will 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 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).

AEG1681 TEACHING PHYSICAL EDUCATION 2

Campus Footscray Park and Sunbury.
Prerequisite(s) AEG1680 Teaching Physical Education 1.

Content This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit 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.
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 By the end of this unit of study, pre-service teachers will 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.


Prerequisite(s)
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 By the end of this unit of study, pre-service teachers will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
AEG1684 TEACHING STUDIES OF SOCIETY AND THE ENVIRONMENT 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 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
By the end of this unit of study, pre-service teachers will 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.

Required Reading

Recommended Reading

Class Contact Three hours per week.

AEG1685 TEACHING STUDIES OF SOCIETY AND THE ENVIRONMENT 2
Campus Footscray Park and Sunbury.
Prerequisite(s) AEG1684 Teaching Studies of Society and the Environment 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
By the end of this unit of study, pre-service teachers will 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.

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).

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...
Learning Outcomes outlined through the CSFII, Essential Learning Standards, VCAL and approaches and resources relevant to the unit of study, especially as self-Assessment and peer assessment; knowledge of the aims, 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 By the end of this unit of study, pre-service teachers will examine
• 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).

AEG1687 EXTENDED DISCIPLINE STUDY 1

Course Overview

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 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,
avovisual 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 By the end of this unit of study, pre-service
teachers will 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.

Required Reading VCAA 2005, Victorian Essential Learning
Standards, Victorian Curriculum and Assessment Authority, Melbourne,
Standards of professional practice for full registration approval,
Victorian Institute of Teaching, Melbourne, accessed 15 March, 2005,
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).

AEG1689 EXTENDED DISCIPLINE STUDY 2
Campus Footscray Park and Sunbury.
Prerequisite(s) AEG1688 Extended Discipline Study 1.

Content Extended Discipline Study 2 offers pre-service teachers in
nominated or high demand areas an opportunity to focus on in-
depth study of their discipline. This unit of study is designed as the
equivalent of a double teaching method. Extended Discipline Study 2 aims to provide pre-service teachers with an opportunity to build on their
discipline study through a program of focused inquiry, problem-
bas ed 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,
avovisual 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 By the end of this unit of study, pre-service
teachers will 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.
AEG1690 Teaching Vocational Education and Training 1

**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. This unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposure to 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** By the end of this unit of study, pre-service teachers will 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.

**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).

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.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will 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.

**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).

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 CSFII, Essential Learning Standards, VCAL and the VCE.

**Learning Outcomes** By the end of this unit of study, pre-service teachers will 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.

**Required 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).
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 By the end of this unit of study, pre-service teachers will 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.

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).

AEGl695 TEACHING STUDENT WELFARE 2

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 CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes

By the end of this unit of study, pre-service teachers will 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.

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).

AEGl694 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 CSFII, Essential Learning Standards, VCAL and the VCE.

Learning Outcomes

Following completion of this unit of study Pre-service teachers will be able to demonstrate aspects of the following:

- Knowledge of the context in which students learn;
- A capacity to 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;
- Pre-service teachers will demonstrate their understanding of 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.
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. Learners' cultural and contextual factors which impinge on communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-oral 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 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.

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.
Assessment A professional practice portfolio of teaching strategies and research activities (5000 words or equivalent) 100%.
Assignment Class assignments (3500 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.
Class Contact Twenty-two days.
Assessment A professional practice portfolio of teaching strategies and research activities (5000 words or equivalent) 100%.

AEG2220 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.
Class Contact Three hours per week or equivalent for one semester comprising lectures and workshops.
Assessment Class assignments (1500 words) 30%; Written assignments (3500 words) 70%.

AEG2221 TECHNIQUES IN TESOL
Campus Footscray Park.
Prerequisite(s) AEG2220 TESOL Methodology or equivalent.
Content This unit of study offers an extension and enhancement of the skills and knowledge acquired in TESOL Methodology. Particular
emphasis will be placed on classroom processes and strategies as well as reflective practice. Topics will include: the integration of skills, group dynamics, the influence of gender, curriculum development and the use of technology for language teaching. The interface of ESL and literacy will be explored and the principles underpinning workplace delivery.

**Required Reading**

**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 contextual analysis of a specific area of youth policy will be undertaken.

**Required Reading**

**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 the area of multimedia design and production. Students will be provided with an environment to develop the principles and knowledge required for multimedia design and production.

**Required Reading**
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, cost, copyright issues, and legal considerations in multimedia distribution will be discussed.

Required Reading Allesi, SM & Trollip, 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 worldwide Web and acquire skills in basic web design with a focus on coding web pages.

Recommended 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 socio-political and psychological frameworks. As such it will focus on both the individual and wider benefits of learning through exploration of theoretical perspectives and research practice in: identifying and defining personal, academic and professional learning journeys; experiential learning and teaching of children, youth and adults, both formal and informal; learning in the workplace; learning and teaching in professional settings and to contribute to a joint publication of learning resulting from this unit of study.


Class Contact Thirty-six hours via flexible delivery.

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 relationships between educational leadership and organisational culture? What are the similarities and differences in educational leadership in Australia and internationally?

What are the similarities and differences in the roles of leaders and managers?


Class Contact Thirty-six hours via flexible delivery.

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 EXPERIENTIAL 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 & Gass, M 1998, Effective leadership in adventure programming, Human Kinetics, USA.


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 operational health and safety, human resources, and policy development for crisis management are essential and will form the basis of a case study investigation in this unit of study.

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 a 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.

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 organisations, structures, processes and outcomes; managing and facilitating organisational learning processes; reviewing organisational learning policies and practices; communities of practice theories and implementation strategies; evaluating organisational learning processes.

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.
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%.

AEG5009 CRITICAL INCIDENTS MANAGEMENT
Campus Footscray Park, Melbourne. Subject Contact Nil.
Prerequisite(s) Nil.
Content This unit of study will focus on the management of critical incidents and crises that occur in Human Service organisations. It will be a case-study of students’ facilitation of employee supervision and management processes utilising action research and case study methodologies.
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%.

AEG5010 DEPLOYING ALTERNATIVE LEARNING ENVIRONMENTS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study will focus on the management of critical incidents and crises that occur in Human Service organisations. It will be a case-study of students’ facilitation of employee supervision and management processes utilising action research and case study methodologies.

SCHOOL OF EDUCATION
and/or mentoring processes in a workplace. The Assessment will be in two parts: A review of current literature, including the presentation a workplace plan (1000 words) 40%. A report documenting the workplace supervision and/or mentoring process (4000 words) 60%.

AEG5009 ASSESSMENT
Campus Footscray Park, Melton and Sunbury.
Prerequisite(s) Nil.
Content This unit of study provides for the consideration of assessment; what 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; the role of the assessor; and conducting an assessment.

Required Reading

Recommended Reading

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 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 practice; identifying the needs of the education and/or training client/provider; the elements, design and writing of operational plans; the processes of event administration; professional practice consultancy teams.

Required Reading

Recommended Reading

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 consulting 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 personal pedagogy; multi-literacies and their impact on teaching and learning; the cultural and social background of learners; age, gender and race sensitive pedagogies; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.

Required Reading

Recommended Reading

Class Contact Thirty-six hours via flexible delivery.

Assessment Typically the Assessment would involve individual and/or group presentations and written documentation suitable for presentation or publication for an audience relevant to their professional context. The Learning Outcomes for the 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 preschool to adult and workplace settings). Content will be negotiated with students and may include the following inquiries: promoting mathematical understanding; making connections and constructing relationships in mathematics and for mathematics learning; generating mathematical thinking; explaining, justifying and evaluating mathematical thinking; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social
AEM5019 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 By the end of this unit of study, students will:
• Be able to critique key approaches to vocational education and training;
• Be able to relate learning theories to practice;
• Demonstrate familiarity with relevant literature;
• Have examined trends and developments in the delivery of vocational education and training;
• Be able to contextualise vocational education and training in local and global policy contexts;
• Be able to position trends in vocational education and training in relation to work-based learning.
Journals Research in Post-Compulsory Education. Triangle Journals.
Class Contact Thirty-six hours for one semester.
Assessment Critique of a key vocational education and training initiative (1000 words) 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.

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) 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 Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master's level or above.

Required Reading To be advised.
Recommended Reading To be determined by the student in consultation with their supervisor.
Class Contact Independent research in addition to regular meetings with the supervisor.
Assessment The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

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 Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master's level or above.

Required Reading To be advised.
Recommended Reading To be determined by the student in consultation with their supervisor.
Class Contact Independent research in addition to regular meetings with the supervisor.
Assessment The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

AEM6100 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 workplaces? What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research and experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.

Class Contact Class Contact will occur through a combination of whole day workshops, three-hour classes, small group meetings and online peer group discussion.

Assessment Group presentation about a research design commonly used in education 30%. Presentation of a draft research proposal 10%. Written commentary on another students’ draft research proposal (500 words) 10%. Research proposal (3000 words) 50%.

AEM6101 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 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 progressives tradition – Dewey, Rogers, Graves, Knowles, Ivan Illich; the behaviourists and their critics – Skinner, Tiler, 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 poststructuralist thinkers to issues of education and social change; the impact of globalisation and global economic trends on education and training.

Required Reading Palmer, JA 2001, Fifty modern thinkers on education from Piaget to the present, Routledge, London.


Class Contact Forty-three 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, collaborative environment.

Learning Outcomes By the end of this unit of study, 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 ethically with colleagues in the conduct of the research;
• Produce a report of the project using a high standard of English.


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 draft to the class and lead a discussion of the selected reading. Present a 500 word overview of the selected paper. The workshop and group activity 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, historic research project, 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.


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 human research. 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.  
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 human research. 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.  
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 development of the people. Issues from (a) study of the relevant theoretical and empirical literature; and (b) identify those aspects of the professionals' context which would be of relevance in planning for professional development of the people. Issues from above as well as expressed needs and needs implied through an analysis of the context are to be considered 100%.  

AER8512 THE PRACTICE OF PROFESSIONAL DEVELOPMENT  
Campus Footscray Park.  
Prerequisite(s) Nil  
Content The training needs of a flexible labour market are explored in this unit of study. Post compulsory and professional 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 Three 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.  
Prerequisite(s) Nil  
Content The notion of 'professional development' takes on different discourses of work and professionalism and terms such as 'professional development', 'staff development', 'professional education' and 'in-service education' are blurred in everyday usage. Words such as 'delivery', 'competencies' and 'outcomes' reflect discourses of learning by transmission. A growing literature emphasises the importance of critical reflection, collegiality and action learning in the development of educators. This unit of study will seek to develop understandings of the contexts of professional practice in relation to theories of learning and pedagogy. Theories which relate to system priorities and the sociopolitical context will be discussed. A range of different models for considering development will be explored including the beginner/expert model, the ages and stages models and Vygotskyian models of development. Implications of these for appraising needs as well as designing, implementing and evaluating programs are considered.  
Recommended Reading As advised and including: Benner, P 1984, From novice to expert: excellence and power in clinical nursing.


A 5000-word report on the action research study which emphasises possible approaches to professional development 100%.

AER8519 WORKPLACE PROJECT (MASTERS)
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.
Recommended Reading As discussed with supervisor and identified by student.
Class Contact Research seminars, scheduled meetings with project mentor, title allocation as per negotiated workload.
Assessment Production and presentation for examination of a workplace project (15,000-20,000 words) 100%. Examination by two examiners, one internal, one external, in the field of the project.

AER8520 WORKPLACE PROJECT A (DOCTORAL)
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.
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.

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.
excellence and the quality of professional doctorates. It will include: Victoria University’s students: the support teaching and learning; legal and ethical issues; reporting and assessment; research principles and practices.

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.

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.

Required Reading As negotiated and identified by the supervisor and student.


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.
Science Press, Tuggerah, New South Wales. Wheelahan, L 2000, 

Bridging the divide: developing the institutional structures that most effectively deliver cross-sectoral education and training, NCVER, Leabrook. Victoria University Learning Matters at Victoria University. 

**Class Contact** Twelve hours or equivalent. 

**Assessment** A report on an inquiry into learning by students (2000 words or equivalent) 100%.

### AET4101 NEGOTIATING LEARNING

**Campus** Footscray Park, Melton and Sunbury.

**Prerequisite(s)** AET4100 Negotiating Learning.

**Content** This unit of study will include the following topics: practitioners as learners, including working knowledge, the role of communities of practice and research into their own practice; the recognition of prior and concurrent learning, including credentialed and experiential learning; formative and non-formal learning, evidence of prior learning; learning in the workplace, including work-based learning approaches and learning contracts; the capabilities of Victoria University teaching staff, including the provision of evidence for current capability using artefacts of past practice and critical reflection on those artefacts; identification of personal learning needs based on the capabilities of Victoria University teaching staff; based on identified needs, negotiation of a personal learning contract for the remaining units of study in the certificate level tertiary education specialisation.


**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 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; modernisation 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.


**Class Contact** Twelve hours or equivalent.

**Assessment** Evidence for achievement of the Learning Outcomes for this unit, such as development of an Assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned Learning Outcomes (2000 words or equivalent) 100%.

### AET4103 STUDENT ASSESSMENT

**Campus** Footscray Park, Melton and Sunbury.

**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 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.


**Class Contact** Twelve hours or equivalent.

**Assessment** Evidence for achievement of the Learning Outcomes for this unit, such as development of an Assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned Learning Outcomes (2000 words or equivalent) 100%.

### AET4104 DESIGNING FOR LEARNING

**Campus** Footscray Park, Melton and Sunbury.

**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: development 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; support for planning 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.


**Class Contact** Twelve hours or equivalent.

**Assessment** Evidence for achievement of the Learning Outcomes for this unit, such as development of an Assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned Learning Outcomes (2000 words or equivalent) 100%.
AET4105 MANAGING LEARNING
Campus Footscray Park, Melton and Sunbury.
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, such as a report arising from and a reflective commentary on practice, eg. laboratories etc; understanding Victoria University’s learning environments; learning theory and the development of a positive learning environment that supports active learning; negotiating learning arrangements, expectations, roles and responsibilities, relationships to supervisors, colleagues and peers for both students and teachers; establishing appropriate teaching and learning practices and environments with consideration of specific disciplines and fields of practice, eg. laboratories etc; understanding Victoria University’s policies and procedures for safe and equitable learning for all students.
Required Reading

Recommended Reading

Required Reading Seldin, P 1991, The teaching portfolio: a practical guide to improved performance and promotion tenure decisions, Anker Publishing, Boston, MA.

AET4109 LEARNING MATTERS
Campus Footscray Park, Melton and Sunbury.

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%.

AET4106 IMPROVING PRACTICE
Campus Footscray Park, Melton and Sunbury.

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 1993, 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 teaching and own teaching practice using peer and student feedback to improve practice (2000 words or equivalent) 100%.

AET4107 TEACHING PORTFOLIO
Campus Footscray Park, Melton and Sunbury.

Prerequisite(s) AET4101 Negotiating Learning.

Content
This unit will include learning 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 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
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%. 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.

UMN1001 PRINCIPAL STUDY 1.1
Campus Sunbury.

Prerequisite(s) 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
By the end of this unit of study, 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;
• Develop 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%. 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.
UMN1002 PRINCIPAL STUDY 1.2
Campus Sunbury.
Prerequisite(s) UMN1001 Principal Study 1.1
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 By the end of this unit of study, students will:
- Be able to evaluate, isolate and develop areas of technical weakness;
- Be able to select and develop repertoire that presents as technically and/or stylistically challenging;
- Be able to develop and maintain a written practice schedule;
- Have developed interpretative skills and overall musicianship;
- Be able to prepare a recital program.
Required Reading To be advised by the specialist teacher in consultation with the student.
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%. The student will be continually assessed on attendance, maintenance of the practice schedule and development of technical and interpretive skills throughout the semester. Recital 50%. The student will demonstrate his/her developing skills through a short recital comprising 15-20 minutes of music, featuring a program of repertoire selected in consultation with the specialist teacher.

UMN2001 PRINCIPAL STUDY 2.1
Campus Sunbury.
Prerequisite(s) Principal Study 1.2
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 experience in, and understanding of, the professional requirements of the music industry. Learning Outcomes By the end of this unit of study, students will:
- Have developed performance skills in a range of established styles;
- Be able to select and prepare a balanced recital program for performance;
- Be able to develop and maintain a written practice schedule;
- Have developed sight-reading skills and technical ability;
- Have developed interpretative skills and overall musicianship;
- Be able to prepare a recital program.
Required Reading To be advised by the specialist teacher in consultation with the student.
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%. Students will demonstrate their developing skills through a short recital comprising 12-15 minutes of music, featuring a program of repertoire selected in consultation with the specialist teacher.

UMN2002 PRINCIPAL STUDY 2.2
Campus Sunbury.
Prerequisite(s) UMN1002 Principal Study 1.2
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 the end of this unit of study, students will have:
- Developed performance skills in a range of established styles;
- Selected and prepared a balanced recital program for performance;
- Developed and maintained a written practice schedule;
- Developed sight-reading skills and technical ability;
- Developed interpretative skills and overall musicianship;
- Prepared a recital program.
Required Reading To be advised by the specialist teacher in consultation with the student.
BACHELOR OF EXERCISE AND HUMAN MOVEMENT/BACHELOR OF SPORT AND RECREATION MANAGEMENT (I)

Course Code ABHR

Campus Footscray Park

Course Duration Double degree – 4 years.

Course Description and Objectives

The aim of the course is to provide students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry and to develop skills and understandings of human movement. Thus the degree seeks to educate sport managers with particular strengths in exercise. This course aims to produce graduates with 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 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.

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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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS – EVENT MANAGEMENT (I)

Course Code ABRE

Campus Footscray Park

Course Description and Objectives

The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills, underlying 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. The objectives, to be achieved through self-engagement in learning, include:

- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
- generic understandings and skills that enable professional effectiveness in sport and recreation settings (eg. oral and written communication, computing, 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 (clubs, state and national peak bodies, leisure centres, stadiums and facilities, community service organisations, and sports management consultancies);
- understanding and application of management skills (planning, human resource management, promotion and 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 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.

Admission Requirements

Prerequisites: Units 3 and 4 – a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

Course Structure

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BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MARKETING (I)

Course Code ABRK

Campus Footscray Park

Course Duration
Four Years

Course Description and Objectives

The aim of the course is to provide students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry. It develops underpinning skills and understandings in business principles and provides students with the necessary skills to market sport, clubs and associations, facilities and events at both the professional and community sectors of sport. Thus the degree seeks to graduate sport knowledgeable managers with particular strengths in business and particularly, marketing. At the same time the course aims to produce intellectually well rounded graduates with the professional and academic skills required for various employment settings. The course is directed to employment in sporting clubs, sport leagues, state and national sporting associations, leisure centres, sport stadiums and other facilities, community service organisations, sport management consultancies and event management groups.

Course Structure

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<th>Year 1</th>
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<th>SC Band</th>
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Year 2

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| BFP1001 PROFESSIONAL DEVELOPMENT 1 | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BHO2285 MARKETING RESEARCH | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHS1107 SPORT, LEISURE AND SOCIETY | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| AHS2111 SPORT SPONSORSHIP | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHS3503 LEGAL ISSUES IN SPORT AND RECREATION | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| BHO2251 | |

Year 3

Semester 1

| AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| BEO1105 ECONOMIC PRINCIPLES | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BEO3201 DISTRIBUTION MANAGEMENT AND OPERATIONS | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| Sport Elective 1 | |

Semester 2

| AHS3113 ETHICS AND SOCIAL POLICY IN SPORT | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| BFP2001 PROFESSIONAL DEVELOPMENT 2 | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BHO2434 CONSUMER BEHAVIOUR | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| Sport Elective 2 | |

Year 4

Semester 1

| AHS3505 SPORT RECREATION AND SUSTAINABILITY | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| BAO1101 ACCOUNTING FOR DECISION MAKING | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BHO2257 ADVERTISING AND MARKETING COMMUNICATIONS | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BHO3254 ADVANCED MARKETING RESEARCH | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| Sport Elective 3 | |

Semester 2

| AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| BHO3435 MARKETING PLANNING AND STRATEGY | 12 | 0.1250 | 2 | $726 $908 | $1,584 |

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

Course Description and Objectives

The aim of the double degree is to provide students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry, develop underpinning skills and understandings in business principles and provide students with management skills. Thus the degree seeks to educate sport managers, making them familiar with the values and procedures of sport, and having business strengths to allow employment an array of sport management positions. At the same time the course aims to produce intellectually well rounded graduates with the professional and academic skills required for various employment settings. The course is directed to employment in sporting clubs, state and national sporting associations, leisure centres, sport stadiums and other major events facilities, community service organisations, and sport management consultancies.
Course Structure

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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
Course Description and Objectives
The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills, underlying 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. The objectives, to be achieved through self-engagement in learning, include:

- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
- generic understandings and skills that enable professional effectiveness in sport and recreation settings (eg. oral and written communication, computing, 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 (clubs, state and national peak bodies, leisure centres, stadiums and facilities, community service organisations, and sports management consultancies);
- understanding and application of management skills (planning, human resource management, promotion and 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 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 Structure**

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<th>Core Units</th>
<th>Credit Point</th>
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**Common Units of Study in Sport and Recreation Streams**

| AHS2301 SPORT AND RECREATION SERVICES MARKETING | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

**Sport Stream**

| AHS1101 DISABILITY AWARENESS IN SPORT AND RECREATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS1102 COMPUTERS IN SPORT AND RECREATION MANAGEMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS1103 RECREATION AND SPORT FOR CHILDREN AND YOUTH | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS00114 FOOTBALL STUDIES | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS7055 CONTEMPORARY ISSUES IN SPORT ADMINISTRATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS7056 PLAYER MANAGEMENT IN SPORT | 12 | 0.1250 | 2 | $726 | $908 | $1,584 |
| AHS7057 SPORT INDUSTRY RESEARCH PROJECT | 12 | 0.1250 | 2 | $726 | $908 | $1,584 |

**Recreation Stream**

| AHS3503 LEGAL ISSUES IN SPORT AND RECREATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

**Outdoor Recreation Stream**

| AHS3502 RECREATION PLANNING AND POLICY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

**Bachelor of Sport and Recreation Management Electives**

| AHS1018 EXPEDITION LEADERSHIP | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS0053 BUSINESS TOPICS IN SPORT ADMINISTRATION | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS0054 SPORT GAMING AND GAMBLING | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| AHS0023 PARK MANAGEMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

**Admission Requirements**

Prerequisites: Units 3 and 4 – a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.
### Course Description and Objectives

**AMCE**

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.

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The unit of study AHH5160 consists of eight hours of class work and 70 hours of fieldwork per semester.

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The unit of study AHX5069 consists of four hours class work and 35 hours Work Integrated Learning.

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The unit of study AHX5070 consists of eight hours class work and 140 hours of Work Integrated Learning.

### BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT (I)

**Course Code HBEM**

**Course Description and Objectives**

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

**Course Duration**

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

**Course Structure**

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**Human Movement Stream**

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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) (I)

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

Course Description and Objectives

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

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

Course 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

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<tr>
<th>Semester</th>
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| Semester 1
AHG3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
AHG3101 APPLIED PSYCHOLOGY OF GOLF | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
AHG3102 KINESIOLOGY OF GOLF | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
AHG3103 GOLF PRACTICUM AND TOURNAMENT PREPARATION I | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
| Semester 4 (Winter Semester)
AHG3200 GOLF BIOMECHANICS | 16 | 0.167 | 1 | $681 | $851 | $1,911 |
AHG3201 TECHNOLOGY AND GOLF | 16 | 0.167 | 1 | $681 | $851 | $1,911 |
AHG3202 GOLF PRACTICUM AND TOURNAMENT PREPARATION II | 16 | 0.167 | 1 | $681 | $851 | $1,911 |
| Semester 2
AHG3300 MOTOR LEARNING AND SKILL DEVELOPMENT | 12 | 0.125 | 2 | $726 | $908 | $1,584 |
AHG3301 EXERCISE PRESCRIPTION AND TRAINING FOR GOLF | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
AHG3302 COMMUNICATION AND TEACHING TECHNIQUES | 12 | 0.125 | 1 | $510 | $637 | $1,430 |
AHG3303 GOLF PRACTICUM AND TOURNAMENT PREPARATION III | 12 | 0.125 | 1 | $510 | $637 | $1,430 |

Admissions Requirements

Both Australian and international students to take part in the Golf Program. Read on to find out what you need to do to apply.

Australian Students
- Successful completion of an Australian Year 12 (or equivalent qualification), plus demonstrated involvement in and understanding of the game of golf.
- Entry into the course will be based on ENTER score, golf handicap, interview, current involvement and interest in golf and other relevant qualifications (such as Level 1 coaching course).
- Applicants who do not fulfil the above requirements may be admitted upon submission of evidence that demonstrates appropriate professional and/or vocational experience.

International Students

International students need to obtain a student visa and meet all international student requirements including full-time status. International students must also meet English-language requirements. Victoria University has student accommodation available, or can provide assistance in finding other accommodation.

BACHELOR OF ARTS – KYINANDOO (I)

Course Code HBHK

Campus Footscray Park and St Albans

Course Description

Primarily the BA Kyinandoo is 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 Structure

Credit Point | EFTSL | SC Band | Pre 2005 From 2005 | Full Fee
(AU$) | (AU$)
--- | --- | --- | --- | --- | ---

**Year 1**

**Semester 1**

AHK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12 0.1250 0 $510 $510 $1,429
AHK1102 GLOBAL INDIGENOUS CULTURES 12 0.1250 0 $510 $510 $1,429
AHK1103 INDIGENOUS CAREERS DEVELOPMENT 12 0.1250 0 $510 $510 $1,429
AHK1104 MANAGING LEARNING AND INQUIRY 12 0.1250 0 $510 $510 $1,429

**Semester 2**

AHK1201 INDIGENOUS AUSTRALIAN KNOWING 12 0.1250 0 $510 $510 $1,429
AHK1202 GLOBAL INDIGENOUS COMMUNITIES 12 0.1250 0 $510 $510 $1,429
Elective 1 – General Studies Unit
Elective 2 – General Studies Unit

**Year 2**

**Semester 1**

AHK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES 12 0.1250 0 $510 $510 $1,429
AHK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES 12 0.1250 0 $510 $510 $1,429
Elective 3 – General Studies Unit
Elective 4 – General Studies Unit

**Semester 2**

AHK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES 12 0.1250 0 $510 $510 $1,429
AHK2202 GLOBAL INDIGENOUS ISSUES 12 0.1250 0 $510 $510 $1,429
Elective 5 – General Studies Unit
Elective 6 – General Studies Unit

**Year 3**

**Semester 1**

AHK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES 12 0.1250 0 $510 $510 $1,429
AHK3102 INDIGENOUS LITERACIES 12 0.1250 0 $510 $510 $1,429
Elective 7 – General Studies Unit
Elective 8 – General Studies Unit

**Semester 2**

AHK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES 12 0.1250 0 $510 $510 $1,429
AHK3202 GLOBAL INDIGENOUS LEADERSHIP 12 0.1250 0 $510 $510 $1,429
Elective 9 – General Studies Unit
Elective 10 – General Studies Unit

**BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING) (I)**

Course Code: HBKS

Campus: Footscray Park

Course Description and Objectives

The aim of the course is twofold. The first aim is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second aim is to provide students with a broad range of business and sport-related vocational skills which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

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

Course Duration

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

Course Structure

Continuing students only

Year 2

**Semester 1**

BM01102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12 0.1250 2 $726 $908 $1,584
AHS7045 SPORT AND THE MEDIA 12 0.1250 1 $510 $637 $1,430
BH02285 MARKETING RESEARCH 12 0.1250 2 $726 $908 $1,584
BF10101 PROFESSIONAL DEVELOPMENT 1 12 0.1250 2 $726 $908 $1,584

**Semester 2**

AHS2111 SPORT SPONSORSHIP 12 0.1250 2 $726 $908 $1,584
AHS1117 SPORT, POLITICS AND SOCIETY 12 0.1250 1 $510 $637 $1,430
BH02288 PRODUCT AND BRAND MANAGEMENT 12 0.1250 2 $726 $908 $1,584
AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12 0.1250 2 $726 $908 $1,584

Year 3

**Semester 1**

AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION 12 0.1250 1 $510 $637 $1,430
BE03201 DISTRIBUTION MANAGEMENT AND OPERATIONS 12 0.1250 2 $726 $908 $1,584
BE1104 MACROECONOMIC PRINCIPLES 12 0.1250 2 $726 $908 $1,584

Sport Elective 1

**Semester 2**

BE02254 STATISTICS FOR BUSINESS AND MARKETING 12 0.1250 2 $726 $908 $1,584
BH02434 CONSUMER BEHAVIOUR 12 0.1250 2 $726 $908 $1,584
AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12 0.1250 1 $510 $637 $1,430

Sport Elective 2
### Year 4

#### Semester 1
- **BAO1101 ACCOUNTING FOR DECISION MAKING** 12 0.1250 2 $726 $908 $1,584
- **BHO2257 ADVERTISING AND MARKETING COMMUNICATIONS** 12 0.1250 2 $726 $908 $1,584
- **BHO3254 ADVANCED MARKETING RESEARCH** 12 0.1250 2 $726 $908 $1,584
- **AHS3111 SPORT EVENT ADMINISTRATION** 12 0.1250 1 $510 $637 $1,430

#### Semester 2
- **AHS7057 SPORT INDUSTRY RESEARCH PROJECT** 24 0.2500 1 $1,019 $1,274 $2,861
- **AHS3213 SPORT CAREER DEVELOPMENT** 12 0.1250 2 $726 $908 $1,584
- **BHO3435 MARKETING PLANNING AND STRATEGY** 12 0.1250 2 $726 $908 $1,584
- **BHO3254 ADVANCED MARKETING RESEARCH** 12 0.1250 2 $726 $908 $1,584

Electives to be advised

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

### Professional Recognition
All graduates will be eligible for membership of the Australian Society of Sport Administrators (Level 2 accreditation). Graduates who have successfully completed the appropriate 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 (FOR CONTINUING STUDENTS ONLY) (I)

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

### 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.

### 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

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| Plus Electives 4 | | | | | | |
**SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE**

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All electives are offered subject to sufficient enrolments.

**BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF PSYCHOLOGY (I)**

**Course Code** HBMP

**Course Description and Objectives**

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

**Course Duration**

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

**Course Structure**

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AU$) (AU$)

Year 4
Semester 1
AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3 12 0.1250 1 $510 $637 $1,430
HMRP Elective 4 or Arts Elective 6
HMRP Elective 5 or Arts Elective 7

Elective Psychology or Arts
One Psychology Elective from:
APP3015 COUNSELLING THEORY AND PRACTICE 12 0.1250 1 $510 $637 $1,430
APP3019 PSYCHOBIOLOGY 12 0.1250 1 $510 $637 $1,430
APP3018 ORGANISATIONS AND WORK 12 0.1250 1 $510 $637 $1,430
APP3021 PSYCHOLOGY OF ADJUSTMENT 12 0.1250 1 $510 $637 $1,430
APP3025 PSYCHOLOGICAL ASSESSMENT 12 0.1250 1 $510 $637 $1,430

Semester 2
HMRP Elective 6 or Arts Elective 8
HMRP Elective 7 or Arts Elective 9

Elective Psychology to be advised.

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) (I)

Course Code HBMS

Campus Footscray Park

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.

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

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.

Continuing students only

Year 2
Semester 1
AHS7045 SPORT AND THE MEDIA 12 0.1250 1 $510 $637 $1,430
BEO1103 MICROECONOMIC PRINCIPLES 12 0.1250 2 $726 $908 $1,584
BFP1001 PROFESSIONAL DEVELOPMENT 1 12 0.1250 2 $726 $908 $1,584
BMO3422 STRATEGIC MANAGEMENT 12 0.1250 2 $726 $908 $1,584
OR
BMO3422 STRATEGIC MANAGEMENT 12 0.1250 2 $726 $908 $1,584
AHS2111 SPORT SPONSORSHIP 12 0.1250 2 $726 $908 $1,584
AHS1117 SPORT, POLITICS AND SOCIETY 12 0.1250 1 $510 $637 $1,430
BMO3327 ORGANISATION CHANGE AND DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
OR
BMO3327 ORGANISATION CHANGE AND DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12 0.1250 2 $726 $908 $1,584

Semester 2
AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION 12 0.1250 1 $510 $637 $1,430
BEO1104 MACROECONOMIC PRINCIPLES 12 0.1250 2 $726 $908 $1,584
BMO3476 TRAINING AND DEVELOPMENT 12 0.1250 2 $726 $908 $1,584
OR
BMO3320 INTERPERSONAL AND ORGANISATION NEGOTIATION 12 0.1250 2 $726 $908 $1,584
Plus Sport Elective 1

Year 3
Semester 1
AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION 12 0.1250 1 $510 $637 $1,430
BEO1104 MACROECONOMIC PRINCIPLES 12 0.1250 2 $726 $908 $1,584
BMO3476 TRAINING AND DEVELOPMENT 12 0.1250 2 $726 $908 $1,584
OR
BMO3320 INTERPERSONAL AND ORGANISATION NEGOTIATION 12 0.1250 2 $726 $908 $1,584
Plus Sport Elective 1

Semester 2
BMO3420 HUMAN RESOURCE INFORMATION SYSTEMS 12 0.1250 2 $726 $908 $1,584
BMO2354 CONFERENCES AND MEETINGS MANAGEMENT 12 0.1250 2 $726 $908 $1,584
BMO3324 CONSULTING AND COUNSELLING 12 0.1250 2 $726 $908 $1,584
OR
BMO2181 OPERATIONS MANAGEMENT 12 0.1250 2 $726 $908 $1,584
AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12 0.1250 1 $510 $637 $1,430
Plus Sport Elective 2

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

Professional Recognition
All graduates will be eligible for admission to the Chartered Institute of Company Secretaries in Australia Ltd and for membership of the Australian Society of Sport Administrators (Level 2 accreditation status).

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 ARTS – PERFORMANCE AND MULTIMEDIA (I)
Course Code HBPC

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

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 experiences which would enable them to successfully undertake the course, will be considered for admission.

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

Course Structure

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<th>Year 1</th>
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<th>EFTSL</th>
<th>SC Band</th>
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<th>Full Fee (AUS)</th>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee (AU$) Full Fee (AU$)

ACM1003 ANIMATION FOR MULTIMEDIA 12 0.1250 1 $510 $637 $1,430
ACM1006 DIGITAL SOUND AND VIDEO 12 0.1250 1 $510 $637 $1,430

Year 2
Semester 3
ACM2003 INTERACTIVE PROGRAMMING 12 0.1250 1 $510 $637 $1,430
AHP2101 PERFORMANCE SELF 12 0.1250 1 $510 $637 $1,430
AHP3105 PERFORMANCE STUDIO D 12 0.1250 1 $510 $637 $1,430
AHP2104 PHILOSOPHICAL PROVOCATIONS 12 0.1250 1 $510 $637 $1,430

Semester 4
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12 0.1250 1 $510 $637 $1,430
AHP1204 PERFORMANCE STUDIO A 12 0.1250 1 $510 $637 $1,430
AHP2150 PERFORMANCE HISTORIES 12 0.1250 1 $510 $637 $1,430
AHP2103 CRITICAL PRACTICE A 12 0.1250 1 $510 $637 $1,430

Year 3
Semester 5
ACM3003 DVD AND SCRIPT DEVELOPMENT 12 0.1250 1 $510 $637 $1,430
AHP3105 PERFORMANCE STUDIO D 12 0.1250 1 $510 $637 $1,430
AHP3103 PERFORMANCE RESEARCH 12 0.1250 1 $510 $637 $1,430
AHP2104 PHILOSOPHICAL PROVOCATIONS 12 0.1250 1 $510 $637 $1,430

Semester 6
ACM3004 GRADUATING PROJECT 12 0.1250 1 $510 $637 $1,430
AHP3201 PERFORMANCE PRACTICUM 12 0.1250 1 $510 $637 $1,430
AHP3202 PERFORMANCE IMPROVISATION 2 12 0.1250 1 $510 $637 $1,430
AHP3206 GRADUATING SEMINAR ARCHIVE 2 12 0.1250 1 $510 $637 $1,430

BACHELOR OF ARTS – PERFORMANCE STUDIES (I)
Course Code HBPW

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

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

Course Structure

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<thead>
<tr>
<th>Year 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
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<td>Semester 3</td>
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These units are interchangeable and are rotated across the semester and years of the three-year program

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| AHP2202 PERFORMANCE OTHERS | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP2150 PERFORMANCE HISTORIES | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP1204 PERFORMANCE STUDIO A | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP2103 CRITICAL PRACTICE A | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |

Year 3
| Semester 5 | AHP3105 PERFORMANCE STUDIO D | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| | AHP3103 PERFORMANCE RESEARCH | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| | AHP2104 PHILOSOPHICAL PROVOCATIONS | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| | AHP2100 EXPERIENTIAL ANATOMY FOR DANCE | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |

Semester 6
| AHP3201 PERFORMANCE PRACTICUM | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP3202 PERFORMANCE IMPROVISATION 2 | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP3206 GRADUATING SEMINAR ARCHIVE 2 | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |
| AHP2103 CRITICAL PRACTICE A | 12 | 0.1250 | 1 $510 $637 $1,430 | 1,430 |

Plus Graduating Seminar unit of study

174
Career Opportunities
The course provides exposure to a broad range of performance functions and frameworks and enables graduates to work in company or community performing groups; as freelance performers, in private or public teaching, writing or initiating their own projects.

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 APPLIED SCIENCE – PHYSICAL EDUCATION (SECONDARY) (I)
Course Code HBPY
Campus Footscray Park
Course Description and Objectives
The aims of the course are to:
- provide a balanced exposure to all academic areas of Physical Education;
- provide an opportunity for students to know and appreciate the comprehensive integrated body of knowledge of Physical Education;
- provide an interdisciplinary education, vocationally oriented to Physical Education;
- produce Physical Education specialists who are dedicated to the serving of individual and community needs and who do so in accordance with best professional practice;
- provide the opportunity for students to understand and appreciate Physical Education as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; and
- produce Physical Education professionals who take the lead in addressing issues and promoting institutional and social change in accordance with social justice initiatives.

Course Structure

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

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

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) (I)
Course Code HBE

Course Description and Objectives
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.

Admission Requirements
To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English with a study score of 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.

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

Course Structure
Continuing students only

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Career Opportunities
Students will attain the skills necessary for employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major event facilities.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF ARTS (SPORT ADMINISTRATION) (I)
Course Code HBHS

Campus Footscray Park

Course Description and Objectives
This course aims to produce graduates who have the following attributes:
- a sound knowledge of the structure and practices of the Australian sports industry;
- an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
- a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;

• an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies;

• an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

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

Course Structure

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Electives will be advised each year.

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

**Admission Requirements**

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

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

**Course Duration**

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

**Course Structure**

Continuing students only

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**Career Opportunities**

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).

**BACHELOR OF APPLIED SCIENCE SPORTS SCIENCE (TENNIS)**

**Course Code** HBTS

**Campus** Footscray Park

**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 Description and Objectives**

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 practicum.

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 Structure

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GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION (I)

Course Code HGEX

Campus Footscray Park

Course Objectives

- 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, or be a qualified physiotherapist, podiatrist or medical practitioner.
- Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science – Exercise Rehabilitation with advanced standing.

Course 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.

Graduate Diploma in Exercise Rehabilitation

Year 1

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<td>AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION</td>
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<td>AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS</td>
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<td>AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION</td>
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Semester 2

| Course | Credit | EFTSL | SC Band | Pre 2005 From 2005 (AU$) | Full Fee (AU$) |
| AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS | 8 | 0.0830 | 2 | $482 $603 | $1,052 |
| AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION | 8 | 0.0830 | 2 | $482 $603 | $1,052 |
| AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE | 8 | 0.0830 | 2 | $482 $603 | $1,052 |
| AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME) | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) | 6 | 0.0630 | 2 | $366 $457 | $798 |
| AHX6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME) | 16 | 0.1670 | 2 | $970 $1,212 | $2,116 |

(=700 hours)

Master of Applied Science – Exercise Rehabilitation

Semester 3

| Course | Credit | EFTSL | SC Band | Pre 2005 From 2005 (AU$) | Full Fee (AU$) |
| AHX5041 EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHX5029 EXERCISE PRESCRIPTION FOR WORK | 12 | 0.1250 | 1 | $510 $637 | $1,430 |
| AHX6042 CASE MANAGEMENT | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHX5180 PSYCHOLOGY FOR REHABILITATION | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| RBM5510 NEUROLOGICAL AND NEUROMUSCULAR DIS FOR EXE REHAB | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| RBM5610 CLINICAL NUTRITION | 12 | 0.1250 | 2 | $726 $908 | $1,584 |
| AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) | 6 | 0.0630 | 2 | $366 $457 | $798 |
| AHX6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME) | 16 | 0.1670 | 2 | $970 $1,212 | $2,116 |
## FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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Students must complete all core units of study.

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### GRADUATE DIPLOMA IN LOSS AND GRIEF COUNSELLING (I)

**Course Code**: HGLC

**Campus**: Footscray Park

**Course Description and Objectives**

The course aims to:

- have students understand a range of losses both normative and non-normative which accompany the lifespan;
• assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives;
• have students demonstrate skill in working as a grief educator;
• introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and
• have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

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

Graduate Certificate in Loss and Grief Counselling
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

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GRADUATE DIPLOMA IN SPORT BUSINESS (I)
Course Code HGSB

Campus Footscray Park

Course Description and 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 of the range of professional skills, values, and knowledge to be applied in the sport industry;
• the competencies to assist sport organisations and projects;
• an understanding of, and an appreciation for the nature, role and significance of sport in contemporary society;
• a range of professional skills, attitudes, and knowledge to be applied in the sport industry; and
• an understanding that the sport industry services individual and community needs and demands the highest ethical and professional standards.

Admission Requirements
Applicants who do not meet these academic requirements will not be considered for selection. In addition to satisfying the admission requirements for Australian resident students or demonstrating equivalence, overseas students and students of non-English speaking backgrounds must provide evidence of proficiency in the English language.

Graduate Diploma
• To qualify for admission to the course applicants must hold a degree in a relevant area.
• Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection.

Master of Sport Business
• To qualify for admission to the course applicants must have successfully completed the Graduate Diploma in Sport Business or equivalent, as approved by the Course Co-ordinator.

Course Duration
Graduate Diploma in Sport Business
• The course is offered over two semesters on a full-time basis or part-time equivalent.

Master of Sport Business
• The course is offered over three semesters on a full-time basis or part-time equivalent. The first two semesters comprise the Graduate Diploma in Sport Business and the third semester completes the articulated sequence of study leading to the Master of Sport Business.
This course 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.

Graduate Certificates

- **AHB5302 SPORT BUSINESS PROJECT** 24 0.2500 1 $1,019 $1,274 $2,861
- **AHB5309 SPORT FACILITY MANAGEMENT** 12 0.1250 1 $510 $637 $1,430
- **AHB5310 SPORT POLICY AND PLANNING** 12 0.1250 1 $510 $637 $1,430
- **BLO5400 SPORT AND THE LAW (SERVICE UNIT OF STUDY)** 12 0.1250 1 $510 $637 $1,430

Semester 2

- **AHB5307 SPORT COMMUNITY PARTNERSHIPS** 12 0.1250 1 $510 $637 $1,430
- **AHB5310 SPORT POLICY AND PLANNING** 12 0.1250 1 $510 $637 $1,430
- **AHB5308 SPORT CONSULTING AND TENDERS** 12 0.1250 1 $510 $637 $1,430
- **AHB5306 SPORT CONSULTING AND TENDERS** 12 0.1250 1 $510 $637 $1,430
- **AHB5320 SPORT BUSINESS PROJECT** 24 0.2500 1 $1,019 $1,274 $2,861

**GRADUATE DIPLOMA IN SPORT AND RECREATION MANAGEMENT (I)**

**Course Code** HGSR

**Campus** Footscray Park

**Course Description and Objectives**

This course is designed to optimise the employment opportunities of graduates and to ensure the ongoing development and acquisition of professional skills, attitudes and contemporary knowledge in a variety of sport and recreation settings at a management or operational level.

**Admission Requirements**

**Graduate Certificates**

- To qualify for admission to the course, applicants must hold an undergraduate degree of three or more years duration, or equivalent, as approved by the School.
- Applicants who do not fulfil the academic requirements but who can demonstrate extensive 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.
- 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.

**Master of Arts**

- To qualify for admission to the Master of Arts applicants must hold an undergraduate degree of three or more years duration and have attained a minimal average of Credits (C), or equivalent, throughout the course and/or Distinctions (D), or equivalent, in the final year, as approved by the School.
- Applicants who 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 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).
- The course is offered over three semester on a full-time 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

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<td>$1,430</td>
</tr>
</tbody>
</table>

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

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 programme.

Graduate Diploma

The Graduate Diploma comprises the preceding two Graduate Certificates (as detailed above).

GRADUATE DIPLOMA IN EXERCISE SCIENCES

Course Code HGXS

Campus Footscray Park

Course Description and Objectives

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.

Admission Requirements

- To qualify for admission to the course applicants must hold an undergraduate degree or diploma in a related physical education or human science area.
- Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise.
- Applicants may be required to undertake bridging studies.

Course Duration

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

Course Structure

The course is delivered over three evenings per week.

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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Semester 2

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<th>EFTSL</th>
<th>SC Band</th>
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<td>NUTRITION AND DIET FOR PERFORMANCE</td>
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<td>EXERCISE AND SPORT SCIENCES FIELDWORK</td>
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<td>$510</td>
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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 Description and Objectives

The aims of the course are to:
- promote the development of the student as an independent researcher in a specific human movement related discipline;
- prepare students for entry into research oriented graduate courses in human movement; and
- promote the development of scholarly inquiry across the wide range of human movement disciplines.

Admission Requirements

- The 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.
- Applicants will be required to submit a supervisor endorsed Honours proposal (500 words), prior to being considered for admission. The proposal must contain a brief synopsis of the proposed thesis, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.

Course Duration

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

Course Structure

Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject Title</th>
<th>Credit Points</th>
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<th>SC Band</th>
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<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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Semester 2

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<th>From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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<tr>
<td>AHH0421</td>
<td>HONOURS THESIS</td>
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<td>0.5000</td>
<td>2</td>
<td>$2,904</td>
<td>$3,630</td>
<td>$6,336</td>
</tr>
</tbody>
</table>
Course Regulations
The following should be read in conjunction with the Faculty Regulations detailed earlier in this handbook, and the University Statutes and Regulations.

Academic Progress
Students must receive a satisfactory progress report at the end of the first semester of study.

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

Graduation Requirements
In order to be awarded a Bachelor of Applied Science (Honours) – Human Movement students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit two hardbound copies to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) – PERFORMANCE STUDIES (I)
Course Code HHPW
Campus Footscray Park

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

Admission Requirements
To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Arts – Performance Studies, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly related to the intended discipline of Honours study.
Applicants will be required to submit a supervisor endorsed Honours proposal (500 words) prior to being considered for admission. The proposal must contain a brief synopsis of the proposal thesis/project, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.
Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

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

Course Structure
<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
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<tbody>
<tr>
<td>Semester 1</td>
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<td></td>
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<tr>
<td>AHP4021 HONOURS PROJECT (FULL-TIME)</td>
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<td>Semester 2</td>
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<td>24</td>
<td>0.2500</td>
<td>1 $1,019 $1,274 $2,861</td>
<td></td>
</tr>
</tbody>
</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.

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

Academic Progress
Students must receive a satisfactory progress report at the end of the first semester of study.

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

Graduation Requirements
In order to be awarded a Bachelor of Arts (Honours) – Performance Studies students must pass the project and provide two copies of appropriate documentation to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) – RECREATION MANAGEMENT (I)
Course Code HHRM
Campus Footscray Park

Course Description and 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.

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.
• Applicants will be required to submit a supervisor endorsed Honours proposal (500 words) prior to being considered for admission. The proposal must contain a brief synopsis of the proposed thesis/project, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.
• Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<th>Full Fee (AU$)</th>
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<tbody>
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<td>$5,722</td>
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<tr>
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<td>0.2500</td>
<td>1</td>
<td>$1,019 $1,274</td>
<td>$2,861</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005</th>
<th>Full Fee (AU$)</th>
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<tbody>
<tr>
<td>AHR4431 HONOURS THESIS (FULL-TIME)</td>
<td>48</td>
<td>0.5000</td>
<td>1</td>
<td>$2,039 $2,548</td>
<td>$5,722</td>
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<tr>
<td>AHR4432 HONOURS THESIS (PART-TIME)</td>
<td>24</td>
<td>0.2500</td>
<td>1</td>
<td>$1,019 $1,274</td>
<td>$2,861</td>
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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.

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

Academic Progress
Students must receive a satisfactory progress report at the end of the first semester of study.

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

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

BACHELOR OF ARTS (HONOURS) – SPORT ADMINISTRATION (I)

Course code HHSA

Course Description and Objectives
The aims of the course are to:

- promote the development of sport administration and management related research and professional expertise beyond the pass degree level;
- prepare students for entry into research orientated graduate courses in sport administration and management; and
- promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

Admission Requirement
- To qualify for admission to the course applicants must have successfully completed the University's Bachelor of Arts (Sport Administration) or Bachelor of Arts (Sport Administration)/Bachelor of Business (Management) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Marketing) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Event Management) or equivalent. An applicant will usually have attained a Distinction (D) average throughout their undergraduate degree in order to qualify for admission to the course.
- Applicants are required to submit a supervisor endorsed Honours proposal (500 words) prior to being considered for admission. The proposal must contain a brief synopsis of the proposed thesis, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources.

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

Course Structure

<table>
<thead>
<tr>
<th>Year 1 (full-time option)</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005</th>
<th>Full Fee (AU$)</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>24</td>
<td>0.2500</td>
<td>1</td>
<td>$1,019 $1,274</td>
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</tr>
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<td>Semester 2</td>
<td>48</td>
<td>0.5000</td>
<td>1</td>
<td>$2,039 $2,548</td>
<td>$5,722</td>
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<tr>
<td>AHS4031 HONOURS THESIS (FULL-TIME)</td>
<td>24</td>
<td>0.2500</td>
<td>0</td>
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<tr>
<td>Semester 1</td>
<td>24</td>
<td>0.2500</td>
<td>1</td>
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<tr>
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<td>0.2500</td>
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<td>Semester 2</td>
<td>24</td>
<td>0.2500</td>
<td>1</td>
<td>$1,019 $1,274</td>
<td>$2,861</td>
</tr>
</tbody>
</table>

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

Academic Progress
Students must receive a satisfactory progress report at the end of the first semester of study.

Unsatisfactory Progress
Students who receive an N grade for the Honours Thesis or the Reading Unit will be deemed to have failed the course.

Graduation Requirements
In order to be awarded a Bachelor of Arts (Honours) Sport Administration students must pass the Reading Unit and must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit two hardbound copies to the Honours Co-ordinator.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

MASTER OF APPLIED SCIENCE – EXERCISE REHABILITATION (I)
Course Code: HMER HMEC (Conversion)

Course Description and 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, or be a qualified physiotherapist, podiatrist or medical practitioner.

Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science – Exercise Rehabilitation with advanced standing.

Program Duration
The program is offered over two years full-time or part-time equivalent. The first year of the course comprises the Graduate Diploma in Exercise for Rehabilitation. The second year of the course completes the articulated sequence of study towards the Master of Applied Science – Exercise Rehabilitation.

Course Structure

Graduate Diploma in Exercise Rehabilitation
Year 1
Semester 1

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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<th>Full Fee (AUS)</th>
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<tbody>
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<tr>
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<td>$603</td>
</tr>
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<td>AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS</td>
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Semester 2

<table>
<thead>
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<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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<td>AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION</td>
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(options) Portion of 20 weeks (=700 hrs)

Master of Applied Science – Exercise Rehabilitation
Semester 3

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<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
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</thead>
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<td>0.1670</td>
<td>2</td>
<td>$970</td>
<td>$1,212</td>
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</tbody>
</table>

Students must complete all core units of study.

<table>
<thead>
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<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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<tbody>
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<tr>
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Semester 4

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Students must complete all core units of study.

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Master of Applied Science – Exercise Rehabilitation

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Semester 2

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MÁSTER OF APPLIED SCIENCE – HUMAN PERFORMANCE (I)

Course Code HMHP

Campus Footscray Park

Course Description and Objectives

The aims of the course are to:
- extend the practical skills and knowledge learned in the Graduate Diploma in Exercise for Rehabilitation and in the Graduate Diploma in Exercise and Sport Sciences into the area of applied research; and
- produce graduates who are able to conduct, supervise and evaluate applied research relevant to exercise for rehabilitation or exercise and sport sciences.

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
AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS
16 0.1670 1 $681 $851 $1,911
AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS
16 0.1670 1 $681 $851 $1,911
AHX6020 DIRECTED STUDY
24 0.2500 1 $1,019 $1,274 $2,861

Semester 2
AHX6030 MINOR THESIS (FULL-TIME)
48 0.5000 2 $2,904 $3,630 $6,336

Course Regulations
- The following should be read in conjunction with the Faculty Regulations detailed earlier in this Handbook, and the University Statutes and Regulations.
- To be eligible to progress into the second year of study (the applied research component), students must have successfully completed all the requirements of either the Graduate Diploma in Exercise for Rehabilitation or the Graduate Diploma in Exercise and Sport Sciences, or 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 ARTS IN SPORT AND RECREATION MANAGEMENT (PROJECT MANAGEMENT) (I)
Course Code HMPM
Campus Footscray Park

Admission Requirements
The Master of Art in Sport and Recreation Management (Project Management) requires the completion of the Graduate Diploma in Sport and Recreation Management plus an additional six months Project Management and Investigating Report.

The Project Management Program
The Master of Arts – Project Management Program requires the completion of the Graduate Diploma in Sport and Recreation Management plus six months/one semester of the Project Management Master Degree study program.

Project Management Option – One Semester of Study

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Minor Thesis Option – One Semester of Study

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Graduation Requirements
Students who have satisfactorily completed the Graduate Diploma are eligible to apply for only one Graduate Certificate (the first Graduate Certificate completed) in addition to the Graduate Diploma.

MASTER OF SPORT BUSINESS (I)
Course Code HMSB
Campus Footscray Park

Course Description and Objectives
The program aims to produce graduates with the professional skills, values, and knowledge necessary for successful employment as managers in the sport business industry. Specifically, graduates will develop:
- a sound education of the range of professional skills, values, and knowledge to be applied in the sport industry;
- the competencies to assist sport organisations and projects;
- an understanding of, and an appreciation for the nature, role and significance of sport in contemporary society;
- a range of professional skills, attitudes, and knowledge to be applied in the sport industry; and
- an understanding that the sport industry services individual and community needs and demands the highest ethical and professional standards.

Admission Requirements
Applicants who do not meet these academic requirements will not be considered for selection. In addition to satisfying the admission requirements for Australian resident students or demonstrating equivalence, overseas students and students of non-English speaking backgrounds must provide evidence of proficiency in the English language.

Graduate Diploma
- To qualify for admission to the course applicants must hold a degree in a relevant area.
- Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection.
Master of Sport Business
- To qualify for admission to the course applicants must have successfully completed the Graduate Diploma in Sport Business or equivalent, as approved by the Course Co-ordinator.

Course Duration
Graduate Diploma in Sport Business
- The course is offered over two semesters on a full-time basis or part-time equivalent.

Master of Sport Business
- The course is offered over three semesters on a full-time basis or part-time equivalent. The first two semesters comprise the Graduate Diploma in Sport Business and the third semester completes the articulated sequence of study leading to the Master of Sport Business.

Course Structure

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MASTER OF ARTS IN SPORT AND RECREATION MANAGEMENT (BY COURSEWORK) (I)

Course Code: HMSR
Course Description and Objectives
The course is designed to optimise the employment opportunities of graduates and to ensure the ongoing development and acquisition of professional skills, attitudes and contemporary knowledge in a variety of sport and recreation settings at a management or operational level.

Admission Requirements

Graduate Certificates
- To qualify for admission to the course applicants must hold an undergraduate degree of three or more years duration, or equivalent, as approved by the School.
- Applicants who do not fulfil the academic requirements but who can demonstrate extensive 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 Credits (C), or equivalent, throughout the course and/or Distinctions (D), or equivalent, in the final year, as approved by the School.
- Applicants who have satisfactorily completed the Graduate Diploma in Sport and Recreation Management offered by the School, or equivalent, as approved by the Course Co-ordinator, will be eligible to apply for entry into the Master of Arts – Sport and Recreation Management (by Project Management or Coursework by Minor Thesis) with advanced standing.
- Specific consideration will be given to those applicants who have English as a second language. Preference will be given to applicants who have relevant work or community experience. Mature applicants are encouraged to apply.

Course 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 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 one semester of the course completes the articulated sequence of studies leading to the 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 one 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 SPORT AND RECREATION MANAGEMENT BUSINESS CONTEXT 12 0.1250 2 $726 $908 $1,584
AHM5102 SPORT AND RECREATION STRATEGIC MARKETING 12 0.1250 2 $726 $908 $1,584
AHM5103 SPORT AND RECREATION RESOURCE MANAGEMENT 12 0.1250 2 $726 $908 $1,584
AHM5104 PROFESSIONAL PRACTICUM 12 0.1250 1 $510 $637 $1,430
Graduate Certificate in Sport and Recreation Management – Operations
Semester 2
AHB5202 SPORT EVENT MANAGEMENT 12 0.1250 1 $510 $637 $1,430
AHM5201 SPORT AND RECREATION INDUSTRY ISSUES 12 0.1250 1 $510 $637 $1,430
AHM5203 PROGRAM ADMINISTRATION AND DELIVERY 12 0.1250 2 $726 $908 $1,584
AHM5205 FACILITY MANAGEMENT AND DESIGN 12 0.1250 1 $510 $637 $1,430

If students wish to enter into the Master of Arts by Coursework and Minor thesis they must complete the unit 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).

DOCTOR OF PHILOSOPHY (RESEARCH) (I)
Course Code HPCA
Campus Footscray Park
Content
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 (I)
Course Code HPPA (International)
The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:
- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Admission Requirements
- To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.
- Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Degree Requirements
The research thesis must be original work conducted under the supervision of the student advisor(s) and with the approval of the Postgraduate Studies Committee of the University.
The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic.
Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory skills for Exercise Physiology.
All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

DOCTOR OF PHILOSOPHY
Course Codes HPPE
Course Description
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;
School of Human Movement, Recreation and Performance

- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Admission Requirements
To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Degree Requirements
The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University. The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic. Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

DOCTOR OF PHILOSOPHY

Admission Requirements
To qualify for admission to the Doctor of Philosophy applicants must have a Master degree of four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

Course Duration
The standard duration of a PhD program is 36 months (3 years) of full-time study or part-time equivalent.

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

DOCTOR OF PHILOSOPHY (I)

Course Codes HPPL (International)

Course Description
The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:
- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Admission Requirements
To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

Course Duration
The standard duration of a PhD program is 36 months (three years) of full-time study or part-time equivalent.

Degree Requirements
The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University. The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate's thesis topic. Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete 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.
Masters Degrees by Research Master of Applied Science (I)

Course Code HRAS

Course Description
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.

Degree 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 (I)

Course Code HRAT

Course Description
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;
or
Bachelor of Arts – Recreation Management or equivalent;
or
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.

Degree 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 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 APPLIED SCIENCE
Admission Requirements
To obtain admission into the Master of Applied Science applicants must have attained, above average academic levels.

Course Duration
The standard duration of a Masters by Research varies according to an enrolling student's prior qualifications. Where an applicant holds a three-year undergraduate degree, the duration will be two years of full-time study or part-time equivalent. However, where an applicant holds an honours degree in a closely related discipline, or equivalent research experience, the standard duration is eighteen months of full-time study or part-time equivalent.

Degree Requirements
A thesis on an approved subject will be required. The research will be conducted under the supervision of the student's principal supervisor and co-supervisor. Further information is available from the Faculty of Arts, Education and Human Development, Student Advice Officer, Research and Graduate Studies.

GRADUATE CERTIFICATE IN LOSS AND GRIEF COUNSELLING
Course Code HTLC

Campus Footscray Park

Course Description and Objectives
The course aims to:
• have students understand a range of losses both normative and non-normative which accompany the lifespan;
• assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives;
• have students demonstrate skill in working as a grief educator;
• introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and
• have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

Admission Requirements
To qualify for admission to the program applicants must hold a relevant undergraduate degree or a postgraduate tertiary qualification and have relevant experience in the field of loss and grief or an allied field.

Applicants who do not meet the academic requirements but who can demonstrate adequate and/or substantial experience in the area of loss and grief education/counselling are encouraged to apply. Applicants in this category may be required to attend an interview.

To ensure that students are adequately prepared to undertake the counselling studies within the Graduate Diploma in Loss and Grief Counselling, the following enrolment paths are prescribed:
• students with an established professional record in counselling will be permitted to enrol into both the Graduate Certificate in Loss and Grief Education and the Graduate Certificate in Loss and Grief Counselling on either a full-time or a part-time basis; and
• students who do not have an established professional record in counselling will normally be required to enrol in and satisfactorily complete the Graduate Certificate in Loss and Grief Education before consideration can be given for entry into the Graduate Certificate in Loss and Grief Counselling.

Students will not normally be allowed entry directly into the Graduate Certificate in Loss and Grief Counselling.

Course 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.

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

Course Code: HTLG

Campus: Footscray Park

Course Description and Objectives
The course aims to:

• have students understand a range of losses both normative and non-normative which accompany the lifespan;
• assist students to conceptualise loss and grief as it affects individuals according to gender, ethnic background and at varying stages of development through the examination of relevant theoretical frameworks and perspectives;
• have students demonstrate skill in working as a grief educator;
• introduce students to a range of counselling theories and interventions pertinent to the area of loss and grief; and
• have students critically examine selected theoretical models in relation to disasters or unexpected traumatic events and interventions.

Admission Requirements
To qualify for admission to the program applicants must hold a relevant undergraduate degree or a postgraduate tertiary qualification and have relevant experience in the field of loss and grief or an allied field.

Applicants who do not meet the academic requirements but who can demonstrate adequate and/or substantial experience in the area of loss and grief education/counselling are encouraged to apply. Applicants in this category may be required to attend an interview.

To ensure that students are adequately prepared to undertake the counselling studies within the Graduate Diploma in Loss and Grief Counselling, the following enrolment paths are prescribed:

• students with an established professional record in counselling will be permitted to enrol into both the Graduate Certificate in Loss and Grief Education and the Graduate Certificate in Loss and Grief Counselling on either a full-time or a part-time basis; and
• students who do not have an established professional record in counselling will normally be required to enrol in and satisfactorily complete the Graduate Certificate in Loss and Grief Education before consideration can be given for entry into the Graduate Certificate in Loss and Grief Counselling.

Students will not normally be allowed entry directly into the Graduate Certificate in Loss and Grief Counselling.

Course 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.

Course Structure
The course comprises two discrete but sequentially related Graduate Certificates. At the completion of both, Graduate Certificates students will be awarded the Graduate Diploma in Loss and Grief Counselling.

Graduate Certificate in Loss and Grief Education

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Graduate Certificate in Loss and Grief Counselling

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GRADUATE CERTIFICATE IN RECREATION SPORT AND RECREATION MANAGEMENT/OPERATIONS (I)

Course Code: HTSO

Course Description and Objectives
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
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 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 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

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<th>Course Code</th>
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Graduate Certificate in Sport and Recreation Management – Operations

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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 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).

GRADUATE CERTIFICATE IN SPORT AND RECREATION MANAGEMENT (I)
Course Code HTSR

Course Description and Objectives
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

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.
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.

Credit Point EFTSL SC Band Pre 2005 From 2005 (AUS) Full Fee (AUS)

Graduate Certificate in Sport and Recreation Management

Semester 1

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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 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 2006. 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.

AHA5302 LEISURE EDUCATION: INDIVIDUAL, GROUP AND COMMUNITY DEVELOPMENT
Campus Footscray Park
Focus on the issues and topics that are applicable to individuals pursuing a career in this area. It will examine the broad range of roles, challenges and client populations facing recreationists 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.

Recommended Reading

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%.

AHA5600 LEISURE PERSPECTIVES IN AGING 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 area. It will examine the broad range of roles, challenges and client populations facing recreationists 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.

Recommended Reading

Class Contact
Three hours per week for one semester comprising one three-hour lecture/seminar.

Assessment
Philosophy paper 35%; Research paper/project 35%; Application paper/proposal 30%. All components of assessment must be satisfactorily completed.

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
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

Recommended Reading

Class Contact
Three hours per week for one semester comprising one three-hour lecture/seminar.

Assessment
Seminar presentation 20%; Major paper 25%; Review/critique exercise 20%; Final exam 35%. All components of assessment must be satisfactorily completed.

AHA6002 GRADUATE SEMINAR
Campus Footscray Park

Prerequisite(s) Nil.

Content
The aim of this unit of study is to develop an ability to analyse, present and encourage students to discuss Content and methodology of the thesis as it develops.

Required Reading

Class Contact
Three hours per week for one semester.

Assessment
Research topic presentation, satisfactory/unsatisfactory. The Graduate Recreation and Sport Symposium (GRASS) is the culminating research presentation which forms the basis for 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 one half hour presentation to peers, supervisor(s) and other interested persons on the development of the research project and the research proposal for the minor thesis or syndicate research project (including clarification of the research methodology and techniques chosen); a minor thesis, or syndicate research project, which will be read by 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 Anderson, J & Poole, M 1994, Thesis and assignment writing, 2nd edn, John Wiley and Sons, Brisbane, Australia.

Class Contact AHA6003 Minor Thesis (Full-time): 19 hours per week for one semester; AHA6005 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.

AHA6005 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 Anderson, J & Poole, M 1994, Thesis and assignment writing, 2nd edn, John Wiley and Sons, Brisbane, Australia.

Class Contact AHA6003 Minor Thesis (Full-time): 19 hours per week for one semester; AHA6005 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.

AHA6104 SPORT BUSINESS

Campus City Flinders and Footscray Park

Prerequisite(s) Nil

Content This unit of study will explore the particular skills required to work within the sport industry. Sport business will be examined in terms of: contemporary business processes; the development and adoption of management/business principles within the sport industry; the challenges facing sport business professionals and strategies to deal with these challenges in the context of changing social, cultural, organisational and consumer dimensions. Particular topics will include: structure of sport organisations; sport organisations and their environments; change in sport organisations; and managing culture in sport organisations.

Required Reading To be advised by lecturer.


Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

Assessment Group presentation 25%; Theoretical review 25%; Industry-based report 50%. All components of assessment must be satisfactorily completed.

Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

Assessment Individual presentation 25%; Theoretical review 25%; Industry-based report 50%. All components of assessment must be satisfactorily completed.

AHB5202 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.


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.

Learning Outcomes By the end of this unit of study, students will:

- Be able to apply marketing system concepts in the management and delivery of sport services;
- Be able to implement strategies to understand the sport consumer;
- Appreciate the process of market research;
- Be able to apply the concepts of market segmentation and target market selection;
- Have the skills to manage the elements of the marketing mix;
- Understand the development of marketing strategies;
- Be able to apply marketing control and monitoring (evaluation) systems;
- Understand service quality and customer service principles in sport services;
- Be able to consider how innovative marketing efforts such as relationship marketing can be applied in the sport industry.


Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

Assessment Sport marketing strategy report Part 1, and Sport 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.

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%; 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 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.

Learning Outcomes By the end of this unit of study, students will:

- Be able to apply marketing system concepts in the management and delivery of sport services;
- Be able to implement strategies to understand the sport consumer;
- Appreciate the process of market research;
- Be able to apply the concepts of market segmentation and target market selection;
- Have the skills to manage the elements of the marketing mix;
- Understand the development of marketing strategies;
- Be able to apply marketing control and monitoring (evaluation) systems;
- Understand service quality and customer service principles in sport services;
- Be able to consider how innovative marketing efforts such as relationship marketing can be applied in the sport industry.


Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

Assessment Sport marketing strategy report Part 1, and Sport 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.

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%; Report 50%; Presentation 20%; Journal article 20%. Total word length approximately 8000 to 10,000 words. All components of assessment must be satisfactorily completed.
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.

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 reference material on consultancy and tender submissions, as they apply to the satisfactorily completed presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

AHB5308 SPORTS GOVERNANCE
Campus City Finders
Prerequisite(s) Nil.
Content The Content of the unit of study will address the following aspects of government as they apply to the Australian sport industry: sport governance in profit and non-profit organisations; components and management of sport governance; political analysis versus sport governance; working in international environments; working with stakeholders; management requirements for different sport governance components; governance performance evaluation and service quality; recent and future developments in sport governance; and case studies.

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.

AHB5309 SPORT FACILITY MANAGEMENT
Campus City Finders
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; maintenance management requirements for different sport facilities and 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 By the end of this unit of study, students will be able to:
• Explain the theories and concepts that underpin partnership building and collaborative activity;
• Discuss ways in which sport organisations have historically entered into partnerships and collaborative arrangements;
• Identify the ways in which different partnerships and collaborative arrangements can be formed with the private, government and non-profit sectors;
• Appreciate the distinction between business agreements, community/business agreements and community agreements;
• Critically evaluate the costs and benefits of different types of arrangements and agreements;
• Utilise case studies to understand the antecedents and motivations for undertaking particular agreements, reveal the scale and scope of the outputs resulting from the agreements, and highlight their strengths and limitations;
• Synthesise the above knowledge, and use it to create scenarios and options for future sport-related arrangements and agreements.

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 (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.

AHCS310 SPORT POLICY AND PLANNING
Campus City Flinders.
Prerequisite(s) Nil.

Content The unit of study will introduce a range of theoretical frameworks which explain an individual's unique reactions to loss and grief. Concepts of loss and death, and associated grief reactions will be examined from the developmental perspective involving early childhood through to old age. Perspectives which might further define the meaning and significance of loss for individuals including general systems theory, life-cycle, family life-cycle, family systems, psychosocial resources and aspects of grief theory, will be critically analysed. The aim of the unit is to: provide a theoretical framework, and relevant concepts for examining and understanding an individual's unique reaction to normative and non-normative loss and grief throughout the lifespan.


Class Contact Three hours per week for one semester comprising one three-hour lecture.

Assessment Essay 100%.

AHCS5002 GRIEF EDUCATION: PRACTICES AND STRATEGIES
Campus City Flinders and St Albans
Prerequisite(s) Nil.

Content This unit of study will provide an overview of relevant grief education practices and strategies in the field of grief education within Australia and internationally. The role of the professional in developing education strategies which impact on the development of an individual's personal, professional growth and health will be addressed. The aims of the unit are to: review selected and relevant practices and strategies of grief education which impact on the development of individuals, groups and/or the community; introduce students to the diversity of educational practices across cultures; and provide an understanding of and skills in grief education planning, presentation and teaching methods to facilitate the teaching/learning process for individuals and small groups.

Required Reading To be advised by lecturer.

Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar.

Assessment Report (3000-4000 words) 100%. Students will be required to identify a particular area of education relevant to their field of practice and develop a brief proposal outlining the topic, the audience and proposed method of instruction and present a one-page description of their intended project before commencing work on the report.

AHCS5003 MANAGEMENT OF DISASTER AND TRAUMATIC INCIDENTS
Campus City Flinders and St Albans
Prerequisite(s) Nil.

Content This unit of study is concerned with the impact of traumatic or unexpected disasters or events on the individual, group or community. The Content has been carefully selected in order to appeal to a variety of professionals who are in positions to influence the way in which traumatic incidents are managed. In particular, topics have been chosen to provide an overview of the current approaches to disaster management including: stress and trauma management; critical incident stress debriefing; bereavement counselling; crisis intervention; social network analysis and community development. The aims of the unit are to: introduce students to a wide range of natural and man-made disasters and their lessons; develop an understanding of the impact of natural and man-made disasters on the individual/group/community including short and long-term needs and strategies for effective service delivery; and develop an awareness of disaster management issues, current theories, models of intervention and strategies for disaster prevention and response.

Required Reading To be advised by lecturer.

Class Contact Three hours per week for one semester comprising one three-hour lecture/seminar.

Assessment Report (4000-5000 words) 100%. Students will be required submit a one-page description of their intended project identifying a particular area relevant to their field of practice and develop a brief proposal outlining the plan, the audience and proposed method of implementation before commencing work on the report.

AHCS5004 INTRODUCTION TO THEORIES OF LOSS AND GRIEF
Campus City Flinders and St Albans
Prerequisite(s) Nil.

Content This unit of study will provide a critical overview of the mainstream theories of grief in relation to normative and non-normative
loss. The aims of the unit are to: introduce and critically examine relevant theories of grief; examine the application of theory to both normative and non-normative loss; and provide an opportunity for students to examine and challenge traditional views of life, loss and death within the natural realm of human experience and as a necessary part of the human life-cycle.

Required Reading
To be advised by lecturer.

Class Contact
Three hours per week for one semester comprising one three-hour lecture/seminar.

Assessment
Bibliographic exercise (maximum 1500 words) 40%; Essay (maximum 3000 words) 60%.

AHC5100 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 practise 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.

Recommended Reading
To be advised by lecturer.

Class Contact
Three hours per week for one semester.

Assessment
Class vignette 40%; Report 60% (subject to change).

AHC5101 PROFESSIONAL PRACTICE WORKSHOP

Campus
City Flinders and St Albans

Prerequisite(s) Nil.

Content
This workshop is designed to provide students with the opportunity to practise their acquired theory and knowledge through application in the loss and grief counselling field. Through a combination of practical experience and observation students are able to develop contacts within the profession, observe the skills of professional practitioners, and gain practice in a variety of counselling techniques. It is anticipated that the outcomes of the units will be an understanding of the variety of counselling techniques practised; enhanced confidence in applying counselling skills and the ability to integrate theory from other units in the course with the practice of counselling within the students’ own developing framework. Students will be provided with observation and practical opportunities and workshop sessions with guest practitioners by selected agency visits and by means of video and anticipated practise. Ethical issues in counselling practice will also be addressed.

Required Reading
To be advised by lecturer.

Class Contact
Three hours per week for one semester comprising one three-hour workshop or equivalent. Contact is subject to both student and agency availability. Some opportunity may arise for students to obtain agency experience. It is to be noted that one hour of Class Contact is equivalent to one week of agency placement.

Assessment
Assessment will incorporate an agency research project, a theoretical essay and submissions of a videotaped counselling session.

AHE0002 SOCIAL BASES OF HEALTH

Campus
Footscray Park and Melton

Prerequisite(s) Nil.

Content
This unit of study aims to introduce students with physical education, recreation and education backgrounds to the historical and emerging theoretical and explanatory models of health. Health and illness are considered from individual and population perspectives and students are encouraged to explore these concepts by recognising the interdisciplinary nature of the determinants of health and wellbeing. The unit of study forms the introduction unit in a stream of units focusing on health or it may be taken as a single unit of study.

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/seminar.

Assessment
By contract: To include research paper, seminar presentation and written examination.

AHE0003 EXERCISE SCIENCE FOR ADULTS AND OLDER ADULTS

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 adults and older adults, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of adults and older adults will be studied. These include the specific effects of ageing processes on cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses. The unit examines in detail the effects of muscle mass loss with ageing on muscle strength and power, and muscular changes with ageing that influence muscle fatigue and physical endurance. The unit also examines appropriate exercise testing and relevant physical activity and training principles for adults and older adults. The unit familiarises students with the biomechanical factors relating to the analysis of human movement in adults and older adults. The unit also exposes students to the biomechanical and physiological factors relating to the analysis of human movement in young and older adults. Topics include: biomechanical changes that commonly occur in the ageing process and their relationship to exercise and sports performance; ageing effects on gait and balance; foot clearance and tripping falls; coefficient of friction and slipping falls. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in adults and older adults, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches to enhance overall understanding. Students are strongly advised to take AHE2105 Sports Physiology, AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

Learning Outcomes
By the end of this unit of study, students will be able to:
- Reiterate the health benefits of exercise for the elderly;
- Consider the underlying pathology, physiology and biomechanics of ageing;
- Assess from the research evidence whether exercise may assist and improve elderly function such as their gait, balance, posture and functional independence;
- Consider how ageing may affect the individual’s capacity to exercise.

Required Reading
Specific journal articles to be advised by lecturer.

Recommended Reading

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%.
AHE0004 EXERCISE SCIENCE PROJECT
Campus City Flinders and Footscray Park
Prerequisite(s) AHE3101 Advanced Biomechanics (for Sports Science Project in Biomechanics) or AHE3100 Advanced Exercise Physiology (for Sports Science Project in Exercise Physiology)
Content This unit of study will provide students with an opportunity to undertake a specific project that will enable them to acquire, broaden or deepen knowledge and skills in a specific topic area related to either biomechanics or exercise physiology. This can involve a thorough and critical literature review, or a minor research project. Any research project involving human experimentation requires approval from the Human Research Ethics Committee of Victoria University. For this reason, a research project is generally not preferred, unless the project has already received such ethics approval. Each student will be allocated a supervisor. The student and supervisor will then negotiate a project from the area of biomechanics or exercise physiology. The coursework will normally consist of a mini-dissertation and an oral presentation.
Required Reading To be advised by supervisor.
Recommended Reading To be advised by supervisor.
Class Contact Independent study. This unit of study has a workload equivalent to four hours per week, for one semester. Contact to be arranged by supervisor.
Assessment Contracted educational exercise(s) by negotiation with supervisor 100%.

AHE0005 EXERCISE SCIENCE FOR SPECIFIC POPULATIONS
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 specific clinical populations, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. Patients studied comprise those patients with chronic cardiovascular, kidney, respiratory, metabolic or musculoskeletal diseases; and those populations with altered gait balance and motor control characteristics, including elderly fallers, amputees and cerebral palsy children. The unit examines the acute responses with exercise and any limitations of the cardiorespiratory, neuromuscular and endocrine systems, in the specific populations with chronic disease. The unit exposes students to the biomechanical factors relating to the analysis of human movement in specific populations such as elderly fallers, amputees and cerebral palsy children. Topics include: biomechanical changes that commonly occur in these populations and their relationship to exercise; and the associated laboratory techniques for measurements and assessment. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in patients with chronic disease, or altered gait and motor control characteristics, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance performance. Students are strongly advised to take AHE003 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 By the end of this unit of study, students will:
• Have knowledge and understanding of the physiology of special populations and how their conditions may affect their capacity to exercise or be affected by exercise;
• Have knowledge and understanding of the biomechanical aspects of pathological gait;
• Have laboratory skills related to the assessment of, and working with, individuals from special populations;
• Have laboratory skills related to the assessment of gait analysis and the associate laboratory techniques;
• Understand the biomechanical factors that commonly occur in special populations such as the elderly, fallers, amputees, cerebral palsy sufferers and their relationship to exercise;
• Be able to demonstrate key transferable skills.
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 Final examination 40%; Individual assignment and presentation 30%; Laboratory reports 30%.

AHE0006 APPLIED EXERCISE PHYSIOLOGY
Campus Footscray Park
Prerequisite(s) AHE2104 Exercise Physiology.
Content This elective unit of study explores the strategies employed by exercise physiologists to achieve peak exercise performance. The unit focuses on a range of interventions to enhance performance. It includes special emphases on legal ergogenic aids such as nutritional interventions including alcohol, carbohydrate and fluid supplements, antioxidants, and creatine; altitude, simulated altitude and hypoxic training. It examines the abuse of illegal ergogenic aids such as blood doping, EPO, steroids, growth hormones and stimulants. It also includes examination of important training strategies including tapering and intensive training. Practical classes will examine the influence of safe ergogenic strategies, and of intensified training and tapering on physiological performance.
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/tutorial.
Assessment Laboratory reports 30%; Short tests and assignments 20%; Final examination 50%.

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 By the end of this unit of study, students will:
• Have introductory knowledge of the field of Adapted Aquatics;
• Be able to plan and prepare appropriate and safe aquatics-based lessons for clients with a disability;
• Be able to design and modify aquatics-based games and activities for clients with a disability;
• Have practical professional experiences in the area of adapted aquatics;
• Be equipped with the theoretical skills of working with clients with a disability in an aquatic setting;
• Be able to 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-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 AHE2200 Motor Control with greater depth of knowledge of the neuromuscular system and the application of this knowledge to various areas including health and rehabilitation to high performance.

Learning Outcomes By the end of this unit of study, 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 By the end of this unit of study, 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 versions of 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 whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit of study. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique, etc.

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 obtain a range of required 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 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 By the end of this unit of study, students will:
• Have been exposed to areas of conditioning such as plyometrics, Olympic weight lifting, powerlifting and testing procedures;
• Have been encouraged to develop skills to critically evaluate exercises for specific populations, to develop confidence in the more advanced lifts and to become competent at forming long-term training plans.


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 By the end of this unit of study, students will:
• Have been introduced to the basic principles and practices of fitness and personal training;
• Be able to teach business practices relevant to running a personal training business;
• Be able to 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;
• Have been exposed to 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 modern 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, financial measures of performance, market share indicators, customer service ratings, employee and player development measures and product innovation.

Learning Outcomes By the end of this unit of study, students will:
• Be able to undertake the meaning of terms such as evaluation, control and performance, and apply them to a sport management setting;
• Have the skills to use the vocabulary of performance management to make informed judgements about the progress, successes and failures of sport organisations;
• Be able to explain why a broad-based performance management system is fundamental to professional and effective sport organisation management;
• Be able to explain how stakeholder analysis can be applied to performance management in sport organisations;
• Be able to explain why effective performance management requires a strategic framework;
• Have knowledge of how the triple-bottom-line accounting concept can be used to broaden the performance measure base;
• Be able to describe the basic foundations of Kaplan and Norton's Balanced Scorecard (BSC) model of performance management;
• Be able to modify the BSC to fit the needs of specific sport organisations;
• Be able to undertake a feasibility study of a sport event and sport facility;
• Be able to undertake a benefit-cost study of a sport event;
• Have the necessary skills to conduct a performance-audit of a sport league, event, facility, association or club.


Recommended Reading Burns, J, Hatch, J & Mules, T 1985, The

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AHE0126 EXERCISE PRESCRIPTION
Campus Footscray Park
Prerequisite(s) Nil
Content This unit of study will provide students with theoretical knowledge and practical skills to prescribe exercise. An understanding of theories for exercise, program design and prescription will be developed. Students will participate in a case study methodology to develop the capability to prescribe programs relevant to specific populations or individuals which they can defend on a logical and theoretical basis.
Learning Outcomes By the end of this unit of study, students will:
• Have developed a clear understanding of the process to conduct appropriate exercise testing for both health and fitness;
• Be familiar with the PAR-Q, health appraisal and screening options, consent requirements and tests for fitness;
• Be familiar with the principles of exercise programming;
• Have the ability to prescribe exercise programs suitable for clients needs;
• Be proficient in conducting and interpreting the results from a range of health and fitness tests.
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/seminar.
Assessment Examination 30%; Case studies 45%; Tutorial presentation and participation 25%.

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 intent 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; gait and locomotion changes in children and adolescents. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in children and adolescents, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE2104 Sports Physiology, Sports AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.
Learning Outcomes By the end of this unit of study, students will have:
• Knowledge of the physiological, anatomical and biomechanical differences between adults and children;
• An understanding of how children respond and adapt to different types of exercise;
• Developed an understanding of how differences between adults and children impact on research, coaching and physical education classes.
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 Final examination 40%; Individual assignment and presentation 30%; Laboratory reports 30%.

AHE0284 FIELD EXPERIENCE
Campus Footscray Park
Prerequisite(s) Field Experience Seminar 3; Field Placement 1: Leadership; or equivalent.
Corequisite(s) Field Placement 2: Programming, Planning and Management; or equivalent.
Content Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application in the field of recreation. The essential component of this unit of study is the development of individual and professional competencies. Through practical experience, students are able to develop contacts within the profession, gain an awareness of the current and potential services within the community and become familiar with the wide range of employment possibilities open to graduates. It is anticipated that the outcomes of this unit of study will be a greater understanding of the diverse and complex nature of Australian society and hence the mixed environment in which the profession of recreation functions. Students are encouraged to formulate their personal and professional philosophy and clarify their definition of the concepts embodied in recreation. The opportunity to gain insight into the planning and management practices of an agency is provided. Classes centre around student discussion of placements, topics related to effective planning, programming and management practices, visiting speakers and final year placement requirements.
Required Reading Field Experience Manual. Articles to be advised by the lecturer.
Class Contact One one-hour lecture/seminar per week for one semester.
Assessment Attendance at all required seminars, 10%; Successful completion of class assignments and presentations 20%; Written report based on Field Placement 2: Programming, Planning and Management 70%.

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.


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%.

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 By the end of this unit of study, students will:
- Have an appreciation of the form and function of the human body;
- Understand kinesiological concepts by using movement examples.

Required Reading To be advised by lecturer.

Class Contact Three 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 or physical education setting. Opportunities will be provided for students to observe operations in a variety of organisations. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice.

Learning Outcomes By the end of this unit of study, students will:
- Have been introduced to the field of Career and Professional Development (CPD);
- Have been introduced to online learning and communication techniques;
- Have developed oral presentation and evaluation skills;
- Be able to design and utilise PowerPoint within oral presentations;
- Have been provided with practical professional experiences in the broad area of exercise science, human movement, sport, fitness and physical education;
- Be equipped with the essential theoretical 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 By the end of this unit of study, 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 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 By the end of this unit of study, students will:
- 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;
- Have the knowledge and skills to plan and implement gymnastics programs;
- Be able to perform basic skills with good gymnastics techniques on all apparatus;
- Have the knowledge of the fundamentals of safety and liability;
- Have the motivation and understanding of the opportunities available for further self improvement in gymnastics;
- Have the prerequisites for taking subsequent courses in gymnastics.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.
Assessment Three worksheets (each worth 10%) 30%; Observation assignment 10%; Skill development 60%.
AHE1127 AQUATICS
Campus Footscray Park.
Prerequisite(s) Nil.
Content This 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 behavioural 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

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 By the end of this unit of study, students will:

• Understand biomechanical concepts and terminology;
• Understand human motion and ways to measure it;
• Have learned 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.

Recommended Reading Appropriate reading material for each week’s topic is listed in the course material. Students are required to read one or more items from the following list. They are all from five textbooks including: Hay, JG 1993, The biomechanics of sports techniques, Prentice-Hall, Sydney. Enoka, RM 1994, Neuro-mechanical basis of kinesiology, Human Kinetics, Champaign, Illinois. Hall, SJ 1995, Basic biomechanics, Mosby, St Louis. Bartlett, RM 1997, Introduction to sports biomechanics, E & FN Spon, London.

Class Contact Three hours per week for one semester comprising one two-hour laboratory session and one one-hour lecture or equivalent.

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 By the end of this unit of study, students will:

• Be able toanalyse in writing their understanding of globalisation, media, youth sports, and religion in sports;
• Be able to demonstrate their knowledge of subject matter in globalisation, media, youth sports, and religion in sports.

Required Reading Coakley, JJ 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 one 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 behavioural 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** By the end of this unit of study, students will:
- Have consolidated their learning of what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;
- Have learned and understood how psychological phenomena influence 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 importance of personality, psychological identity and self-efficacy (audience effects, aggression and cohesion);
- Understand issues in applied sport psychology including psychology of coaching, imagery and goal setting;
- Be able to engage in hands-on experience of how sport psychologists carry out experiments and research.

**Required Reading**
- 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%.

**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, psychological 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** By the end of this unit of study, students will be able to:
- Demonstrate a thorough understanding of the psychological benefits of exercise and physical activity;
- Demonstrate a thorough understanding of theories of exercise behaviour and motivation for exercise and physical activity;
- Demonstrate an appreciation of the potential psychological risks of exercise;
- Demonstrate an appreciation of the psychological needs with respect to exercise of various special populations.

**Required Reading**
- Class Contact Three hours per week for one semester comprising two one-hour lectures and one one-hour tutorial.
- Assessment Tutorial summations 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 emphasis on guidelines for exercise testing and comparison of different forms of training. 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.

**Recommended Reading**
- Class Contact Four hours per week for one semester comprising two one-hour lectures and one one-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.

**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 muscle skeletal 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. This unit also forms the basis for advanced core and elective studies in the Exercise and Sport Science Stream.

Required Reading Specific journal articles to be advised by lecturer.


Assessment Written assignments 65%; Final examination 35%. All components of assessment must be satisfactorily completed.

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 modernisation 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.


Assessment Written assignments 65%; Final examination 35%. All components of assessment must be satisfactorily completed.

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 way in which motor skills are produced from a psychological perspective; to understand basic principles related to organising the learning of motor skills; and to be able to demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers; and to understand the basic tenets of the expert performance approach and findings related to the development of motor skills up to the elite level.


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

Assessment Mid-semestern examination 20%; Final examination 30%; Laboratory folder/laboratory participation 20%; Individual paper 30%.
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 By the end of this unit of study, students will:
• Have knowledge of the basic mechanisms by which human movement is controlled by the central and peripheral nervous system;
• Be able to apply this knowledge to exercise, sports and clinical contexts;
• Be able to integrate their knowledge of motor control with their current knowledge of anatomy, physiology and biomechanics.
Required Reading To be advised by lecturer.
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%.

AHE2202 FUNCTIONAL KINEIOSCOPE
Campus Footscray Park
Prerequisite(s) AHE1101 Structural Kinesiology or equivalent.
Content This unit of study will cover the major joint complexes and movement analysis.
Class Contact Four hours per week for one semester comprising one one-hour lecture and one three-hour practical.
Assessment Practical/tutorial contribution 30%; Seminar test 25%; Final examination 45%.

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 database or guest speakers. Students are to complete a 70-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.
Learning Outcomes By the end of this unit of study, students will:
• Understand the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy;
• Be able to 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;
• Have acquired research and technical skills associated with analysing the Australian sport and fitness model.
Journals Conex (VicFit Newsletter), Pinnacle (Official Publication of the Victorian Institute of Sport), Olympic Review, Sport Management Review.
of limb blood flow with exercise, metabolism and electrolyte regulation such as diabetes and cardiovascular disease. The unit of study associated impact on human health, including major chronic diseases endocrine, neural and muscular responses to acute exercise. The unit on the regulation of the cardiovascular, respiratory, metabolic, core units Human Physiology, Exercise Physiology, and Sports Campus

AHE3100 ADVANCED EXERCISE PHYSIOLOGY
Campus Footscray Park,
Prerequisite(s) AHE2104 Exercise Physiology.
Content This unit of study explores in-depth the physiological responses to exercise, building on the knowledge gained in previous core units Human Physiology, Exercise Physiology, and Sports Physiology in the Exercise and Sport Science stream. The unit focuses on the regulation of the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise. The unit details the role of exercise in metabolic rate and weight control and associated impact on human health, including major chronic diseases such as diabetes and cardiovascular disease. The unit of study includes measurement and interpretation of the electrocardiogram (6 and 12 lead) during exercise. Practical sessions include: measurement of limb blood flow with exercise, metabolism and electrolyte regulation during intense and prolonged exercise; ECC during graded exercise; respiratory control during exercise, regulation of blood pressure and cardiac responses to exercise; and examination of factors influencing muscle fatigue.
Learning Outcomes By the end of this unit of study, students will:
• Have developed knowledge of the acute physiological responses to exercise;
• Have developed an understanding of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems;
• Have developed an understanding of the impact of different environmental conditions on performance;
• Have developed basic practical skills required in an exercise physiology laboratory.

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%.

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 (eg. a video project and a force platform project).
Learning Outcomes By the end of this unit of study, students will:
• Be able to solve problems using given strategies, and recognise basic ethical issues involved;
• Have undertaken a basic structured and supervised group task with peers;
• Be able to synthesise academic material and write comprehensible approximations of given genres with guidance;
• Be able to recognise 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: two hours lecture/tutorial and two hours lab/tutorial.
Assessment Coursework (video and force platform study) 60%; Final exam 40%.

AHE3103 CAREER AND PROFESSIONAL DEVELOPMENT: EXERCISE SCIENCE A
Campus Footscray Park
Prerequisite(s) Career and Professional Development 1.
Content This unit of study will cover resume preparation, job search skills and interview skills in exercise and sport science. Students learn to identify their strengths and competencies through their education, work and 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 150-hour career placement using a variety of sources eg networking, the career placement board, and career development database or guest speakers to satisfy the Australian Association of Exercise and Sport Science. Students will complete a 150-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.
Learning Outcomes By the end of this unit of study, students will:
• Have been assisted in the job search process including such areas as networking and writing resumes;
• Through placements, guest speakers, and a variety of practical activities, to identify basic strategies relating to these issues in learning activities.
• Be able to identify personal attributes and transferable skills which will guide their employment search;
• Be able to apply job-hunting skills to obtain a career (learning) placement in the broad areas of exercise science, human movement, sport, and physical education;
• Have undertaken leadership and associated tasks in a supervised environment;
• Be able to write business reports describing the context, objectives, planning, implementation and evaluation of a work placement;
• Have established a previously unknown contact in the exercise science, human movement, sport and physical education industry and conducted an information interview in order to better understand a job that they are interested in finding more about;
• Be able to network effectively to access the hidden job market.
Class Contact Equivalent to five hours per week over the semester – comprising lectures, presentations, seminars, online activities, workshops, guest speakers and a 150-hour career placement.
AHE3104 CAREER AND PROFESSIONAL DEVELOPMENT: EXERCISE SCIENCE B
Campus Footscray Park
Prerequisite(s) AHE3103 Exercise Science Career and Professional Development A.
Content This unit of study will cover employment opportunities, legal implications, networking and graduate employment in exercise and sport science. Students learn to identify their strengths and competencies through their education, work and 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 150-hour career placement using a variety of sources eg. networking, the career placement board, and career development database or guest speakers. Students will complete a 150-hour placement under supervision of appropriate industry supervisors and a comprehensive business report.
Learning Outcomes By the end of this unit of study, students will:
- Know how to access the hidden job market;
- Know how to use the creative job hunting technique to secure employment;
- Be aware of the range of current job advertisements for all sectors of the exercise science fields;
- Have developed important job interviewing skills to enhance post-study employment opportunities;
- Have the capacity to establish and maintain employment networks in the exercise science field.
Recommended Reading Articles as advised.
Class Contact Equivalent to five hours per week over the semester – comprising lectures, presentations, seminars, online activities, workshops, guest speakers and a 150-hour career placement.
Assessment Online activity 10%; Interview 15%; Resume 15%; Report (students need to follow CPD guidelines; report 3000 word limit) 50%; Class participation 10%.

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.sport science in Australia. These approaches are linked by a common concern to adopt a framework for the acquisition of expertise in sport and sport science. Students learn to identify their strengths and opportunities.
Learning Outcomes By the end of this unit of study, students will:
- Have acquired better self-understanding in order 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;
- Have created a personal, focused skill-based, achievement-oriented resume;
- Have completed a 140-hour placement in the human movement, recreation, health, sport, exercise science, rehabilitation industries where they have developed competencies, achievements and networks.
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; chrematics of experts: decision-making and tactics; skill maintenance and masters athletes; and other related performance domains for expertise research (eg. medicine, law).
Learning Outcomes By the end of this unit of study, students will be able to:
- Demonstrate their understanding of research into sport expertise. They should be able to identify the typical questions researchers ask, the paradigms that are used and the basic findings across studies;
- Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
- Demonstrate their ability to select independently a research topic, generate a research question, and undertake an in-depth study on a subtopic by researching current findings.
Class Contact 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 The aim of the unit of study is to introduce students to track and field athletic events. The unit provides the opportunity for the personal development of physical skills and for the attainment of technical knowledge necessary to successfully plan and evaluate basic training and competition programs.

Learning Outcomes By the end of this unit of study, students will:

• Have been introduced to a broad scope of athletic activities;
• Have been provided a sound theoretical knowledge of the basic principles involved in performing athletic events;
• Have developed their knowledge of athletics organisations and management;
• Have developed their personal ability and performance levels in a wide range of track and field skills/events;
• Be equipped with coaching skills and techniques necessary for the organisation and administration of athletics programs for a range of clients;
• Be able to recognise 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 Assignment 20%; Progression and participation 50%; Examination 30%. All components of the assessment must be satisfactorily completed.

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, Olymepism, drug use and abuse, violence, coaching and children's rights, and sport and the law.

Learning Outcomes By the end of this unit of study, students will have:

• Knowledge of the ethical implications of professional practice in the fields of physical education, sports management, sports science/research and fitness instruction;
• Knowledge of the nature and significance of ethical inquiry in general, and in sport;
• Knowledge of the nature and significance of 'personhood' and 'paternalism' as they relate to various practices/approaches within the field of sport;
• Knowledge of the nature and significance of the relationship between the private individual and the public practice/management of sport;
• Knowledge of the ethical implications of the globalisation of various sports; and the role of the media and the marketing profession in producing a global sports practice;
• The capacity to critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials;
• The capacity to mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars;
• An understanding of, and tolerance for, culturally and linguistically diverse communities.


Class Contact Two hours of lectures and two hours of tutorials per week for one semester.

Assessment Progressive assessment including tutorial responses and topic tests.

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 By the end of this unit of study, students will:
• Understand the measurement and evaluation techniques employed in exercise and sport science;
• Be able to design an exercise and sport science research project;
• Be able to critically evaluate exercise and sport science research. 

Required Reading
Specific journals/reading will be available in the library/bookshop.

Recommended Reading

AHE3219 ADAPTED PHYSICAL EDUCATION
Campus Footscray Park
Prerequisite(s) Nil.

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 in applied sport psychology. This is an excellent opportunity for students to apply their skills in real-life settings.

Required Reading
AHE1206 Sport Psychology.

Learning Outcomes
By the end of this unit of study, students will:
• Have been introduced to the field of Adapted Physical Education;
• Be able to plan and prepare appropriate and safe sessions to meet the individual needs of participants with disabilities;
• Be able to coach adults and children with an intellectual disability;
• Be able to design and modify the game environment for all participants;
• Have been provided with practical professional experiences in the area of adapted physical education;
• Be equipped with the essential theoretical skills of adapted physical education;
• Be able to analyse and change (if required) ineffective coaching/teaching behaviors in a variety of settings;
• Be able to recognise the opportunities and resources available to physical education specialists working with people who have a disability.

Required Reading

Recommended Reading
Key website: http://wwwncpad.org

Class Contact
Three hours per week: one-hour lecture and one-two hour laboratory.

Assessment
Resource file and diary 20%; Assignment/presentation(s) 40%; Coaching 20%; Umpiring 20%.

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 in applied sport psychology.
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 By the end of this unit of study, students will:
- Have consolidated their learning of what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;
- Have learned and understood how psychological phenomena influence 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;
- Be able to 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, 9th 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) AHE8010 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%.

AHE4610 DRAMA COMPOSITION

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study provides the opportunity to examine contemporary methods devices and modes of presentation in drama and to provide and develop these in the making of an original work. Included for study are: sources of conception; text; documentary and image; methods of development; writing; improvisation and scripting organisation and development of imagery; rhythm and tension; the performing space and the performers’ relationship to audience. Emphasis is placed on critical evaluation.

Required Reading To be advised by lecturer.

Class Contact Four hours per week for one semester comprising one one-hour lecture, one one-hour tutorial and one two-hour practical/seminar.

Assessment Presentation of composition 1 40%; Presentation of composition 2 60%.

AHE4630 DRAMA 2B: DRAMA IN THE COMMUNITY

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study has been designed to provide students completing a drama major or stream with an opportunity to work with a theatrical group in the community (preferably in the western region of Melbourne). After consultation between host company and the supervising lecturer, students take up one of the following roles/tasks: director (in special circumstances), assistant director, production manager, stage manager, lighting and sound operator, design and costumeing, or front of house management.

Required Reading To be advised by supervising staff and host.

Class Contact Four hours per week for one semester as arranged between supervising staff and host company. Supervising staff and student to meet at least once a week.

Assessment Progressive assessment during rehearsal and production as assessed by host and supervising staff 60%; Presentation/performance 40%.

AHE4640 CONTEMPORARY PERFORMING ARTS

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study provides students with Content and practice in contemporary performance criticism, its purposes and values and an understanding that performance is influenced and influences other artistic and cultural developments. Included will be: development of performance criticism; the influence of aesthetics; positions and ideology approaches and purposes of analysis; the influences of visual arts and linguistics on performance and performance criticism; and performance contexts and their implication.

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 Folio of critiques 60%; Progressive assessment and contribution to class 40%.

AHE8010 DRAMA 1A

Campus Footscray Park and Melton

Prerequisite(s) Nil.

Content This unit of study introduces students to basic theatre skills and dramatic techniques and exposes them to an actor/audience situation while teaching them the basics of improvisation, mime, basic script work and clowning. Students are encouraged to explore acting and acting techniques that release inhibition and lead to effective dramatic and comic interaction with an audience. Students will visit at least five performances in and around Melbourne and critically review them. Extensive reading in play texts is fostered to expose students to the modern plays/performances, Australian and otherwise.

Required Reading To be advised by lecturer.

Recommended Reading To be advised by lecturer.

Class Contact Three hours per week for one semester comprising practical and seminar sessions.

Assessment Progressive assessment 30%; Theatre reviews 25%; Overview papers 20%; Presentation/performance 25%.

AHE8020 PRODUCTION: MINOR PROJECT

Campus Footscray Park and Melton

Prerequisite(s) AHE8010 Drama 1A or equivalent.

Content This unit of study involves students in the research, compilation, rehearsal final production and performance of a theatrical piece. This may be a play, a piece of documentary theatre, or a performance of collage worked up from improvisations. Emphasis is laid on students developing their own skills and learning the basics of new ones in the areas of acting, lighting, sound, costume and preparation of sound cue tapes. Students will be encouraged to involve themselves fully and will be given basic instructions in lighting sound and technical operation.

Required Reading To be advised by lecturer.

Class Contact Three hours per week for one semester in practical/rehearsal.

Assessment Progressive assessment based on developing the production and completion of tasks 50%; Performance 50%.

AHE8280 STYLE AND STRUCTURE OF THEATRE

Campus Footscray Park and Melton

Prerequisite(s) Nil.

Content This unit of study examines the historical development of the style and structure of dramatic performance from the classic period to the present. The specific styles of classical, medieval, Elizabethan, realism, naturalism, symbolism and the absurd are examined in conjunction with the development of theatrical space, historical context and their relation to contemporary performance.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/practical session.

Assessment Participation (contribution to seminar/practical session and completion of set tasks) 20%; Presentation 40%; Test 40%.

AHG3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE

Campus Footscray Park

Prerequisite(s) Nil.
Content This unit of study introduces 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, endocrine, neural and muscular responses to acute exercise, including exercise under environmental challenge (eg. cold and heat). This unit provides advanced understanding of the physiological responses to exercise and a thorough knowledge of the physiological adjustments made while playing golf. On completion of the unit, students should be able to demonstrate physiological systems which are predominant in golf, show how these systems limit the performance in golf, and indicate how training and exercise influence the physiology of golf.

Learning Outcomes By the end of this unit of study, students will:
• Be able to demonstrate physiological systems which are predominant in golf;
• Have the necessary skills to demonstrate how these systems limit the performance in golf;
• Be able to demonstrate how training and exercise influence the physiology of golf.


Recommended Reading
• Fox, E, Bowers, R, Foss, M 1993, The physiological basis for exercise and sport, 5th edn, Wm C Brown, Boston.

Specific readings will be given for each lecture topic.

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/quiz/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 motivation on sport performance and sport behavior. 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 By the end of this unit of study, 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.

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 By the end of this unit of study, students will:
• Be able to demonstrate an understanding of 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 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 1
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 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 the students will be under the supervision and professional PGA coaching of the staff from the Brett LeBroque Golf Academy.


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 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 By the end of this unit of study, 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.
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 swinger 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 By the end of this unit of study, students will:
• Be able to demonstrate how technology has influenced the development and subsequent performance of golfers;
• Have knowledge of new advances in technology and the application of this knowledge to teaching and their own golf skill;
• Be able to appropriately use technology in golf swing analysis.
Required Reading Mann, 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.
Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour tutorial/workshop. The unit will also include field trips to golf courses to see first hand the developments discussed in class (eg. such things as grass types and course design and layouts.)
Assessment The assessment will comprise two components: A comprehensive paper documenting a piece of technology and how it has contributed to the development of golf 20%; Mid-semester and final written examinations (2 x 40%) which will assess knowledge and understanding of material presented in class 80%.

AHG3202 GOLF PRACTICUM AND TOURNAMENT PREPARATION II
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).
Methods of Teaching 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 Lebrogue Golf Academy.
Learning Outcomes On completion of this unit of study students will:
• Use the correct technique in performing all the golf skills;
• Have a thorough understanding of the golf rules and their applications;
• Use the skills and techniques for golf practice and tournament preparation;
• Be able to teach the game of golf to their peers;
• Use correct etiquette and professional conduct during play and practise 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 A written examination of rules and interpretation (mid-semester and final (2 x 15%)) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.

AHG3300 MOTOR LEARNING AND SKILL DEVELOPMENT
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 By the end of this unit of study, 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;
• Be able to demonstrate the methods frequently used to study movement skill acquisition and performance;
• Be able to demonstrate that these methods underlie the knowledge and assumptions scientists have about movement skill acquisition and performance;
• Be able to 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
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 aerobic-based interventions. It will examine exercise for warm-up and injury prevention and programs for both the elite and beginning golfer. The Content of the unit will equip students with the knowledge to develop individual physical training programs for all levels of golfing ability.
Learning Outcomes By the end of this unit of study, students will be able to:
• Demonstrate an understanding of the philosophy, principles and theory for program design and exercise prescription specifically for golfers;
• Demonstrate a capability for prescribing programs for individuals and specific populations which can be defended on a logical and theoretical basis.
Class Contact Three hours per week for one semester comprising lectures, laboratories and tutorials.
Assessment There will be three assessment items: End-of-semester exam 45%; Literature quizzes 25%; Periodised training program 30%. A cumulative mark of 50% is required to pass the unit of study.

AHG3302 COMMUNICATION AND TEACHING TECHNIQUES
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.
Learning Outcomes By the end of this unit of study, students will be able to:
• Demonstrate competence in teaching lessons to a group of beginning golfers;
• Show confidence in presenting material to peers;
• Demonstrate an ability to speak in public to both large and small groups;
• Demonstrate an ability to assemble and develop teaching resources.

Recommended Reading To be advised by lecturer.
Class Contact Three hours per week for one semester comprising two one-hour lectures and one one-hour laboratory.
Assessment Development and presentation of educational resource specific for golf 40%; Oral presentations and demonstrations (3 x 20%) 60%.

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 By the end of this unit of study, 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;
• Demonstrate an ability to 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 By the end of this unit of study, 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 assessment of the thesis: pass without further examination; pass unit of study with corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHH5010 EXERCISE PHYSIOLOGY THEORY AND PRACTICE
Campus Footscray Park.
Prerequisite(s) AHE2104 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 of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise and indirect measurement of body fat. The unit will include both descriptive and mechanistic approaches to enhance student understanding of exercise physiology principles. This study unit forms the basis for advanced core and elective studies in the Exercise and Sport Science stream. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Learning Outcomes By the end of this unit of study, students will:
• Have gained both theoretical knowledge and practical skills surrounding the acute responses to exercise and performance;
• Understand the acute physiological responses to exercise and exercise performance in normal, healthy populations;
• Be able to apply this knowledge to the physiological measurement of exercise performance.


Class Contact Three hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class every second week.

Assessment Final examination (two hours) 40%; Mid-semester examination (one hour) 25%; Laboratory quizzes (5 x quizzes @ 7% each) 35%.

AHH5012 MOTOR CONTROL AND SKILL IN EXERCISE
Campus Footscray Park.
Prerequisite(s) AHH5010 Exercise Physiology Theory and Practice; AHH5014 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, intranet and internet.

Learning Outcomes By the end of this unit of study, students will:
• Have gained both theoretical knowledge and practical skills in motor control and skill acquisition;
• Understand how humans control movement, and how movement skill is acquired;
• Have undertaken basic observations and assessments of the control of movement and skill acquisition in normal, healthy populations.


Class Contact Three hours per week for one semester: two hours lecture/tutorial per week; two hours practical/tutorial (one per fortnight).

Assessment Lab work 30%; Quizzes and assignments 20%, Final examination 50%.

AHH5014 BIOMECHANICS THEORY AND PRACTICE
Campus City Flinders.
Prerequisite(s) Nil.

Content This unit of study will include: biomechanical concepts and terminology; human motion and techniques to measure motion; forces applied to the human and the various equipments used during sport and exercise analyses; and standard biomechanical analysis techniques. Tutorials and laboratory practicals conducted will complement theoretical knowledge gained during the lectures, and will involve standard equipment used in biomechanics such as video and motion analysis systems, force platforms, etc. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Learning Outcomes By the end of this unit of study, students will:
• Understand biomechanical concepts, principles and terminology;
• Be able to observe, measure and analyse human motion in normal, healthy populations;
• Have gained both theoretical knowledge and practical skills to observe, measure and analyse human motion.

Required Reading Specific journal articles and other research-based reference material to be advised.


Class Contact Three hours per week for one semester: One two-hour lecture weekly and one two-hour practical/tutorial session every two weeks.

Assessment Mid-semest exam/class tests 40%; Final exam 60%.

AHH5080 BIOMECHANICS OF HUMAN MOVEMENT
Campus Footscray Park.
Prerequisite(s) Nil.

Corequisite(s) AHH5081 Biomechanics Testing and Evaluation or equivalent.

Content This unit of study aims to: develop in students an understanding of the biomechanical basis of fitness and sports performance; familiarise students with the use of biomechanical, laboratory and field techniques for assessing fitness and sports performance. The unit will include the following topics: performance...
assessment in both fitness and sport by means of 2D and 3D video techniques, EMG, foot pressure sensing. Iso-kinetik dynamometry and force platforms are an integral part of the unit.

Required Reading
- To be advised by lecturer.

Class Contact
Two hours of lectures per week for one semester.

Assessment
Examination 50%; Coursework 50%.

AHHS081 BIOMECHANICS TESTING AND EVALUATION

Campus Footscray Park

Prerequisite(s) Nil.

Corequisite(s) AHHS080 Biomechanics of Human Movement or equivalent.

Content
This unit of study aims to: promote an understanding of the variety of laboratory and field skills used in the biomechanical assessment of the exercising human; A model of the exercising human; to develop original laboratory and field skills to be used in the assessment of the exercising human. The unit will include the following topics: iso-kinetik dynamometry; electromyography; anthropometric techniques; force platform analysis; videography; and goniometry.

Required Reading
To be advised by lecturer.

Recommended Reading

Class Contact
Two hours of practicals per week for one semester.

Assessment
Laboratory handbook 40%; Laboratory theory examination 30%; Laboratory practical examination 30%.

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: theoretical basis of exercise psychology; a model of psychological skills training in sport; initial psychological skills assessment; Goal setting: technical, tactical, physical, psychological. Stress management: stress, anxiety and arousal; arousal and performance. Stress management: anxiety and its measurement. Stress management: cognitive and somatic stress management techniques. Imagery: theory and research on mental practice and imagery. Imagery: measurement, techniques and uses. Self-confidence: theory and research on self-confidence and self-efficacy. Self-confidence: measurement and enhancement techniques. Attention and concentration: theory and research, including attention style: retention and concentration; measurement and techniques to develop attention capacities. Energisation: theory, research and techniques. Construction of sport specific and individualised psychological skills routines; ongoing review and modification of the program. Issues and problems in applied sport psychology (e.g. advancement, crisis intervention, ethics).

Learning Outcomes
By the end of this unit of study, students will:
- Have been introduced to a model of the application of sport psychology
- Be familiar with a range of assessment and skill training techniques in applied sport psychology
- Be able to apply these techniques to their chosen sporting contexts
- Be able to critically consider the underlying theoretical base and research support for these procedures.

Required Reading

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.

Learning Outcomes
By the end of this unit of study, students will:
- Be able to design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations;
- Be familiar with systems of resistance training to promote general fitness, strength, hypertrophy and muscular endurance;
- Become proficient in the design, implementation and evaluation of resistance training programs in normal, healthy populations, based on kinesiological approaches.

Required Reading
- Nil.

Recommended Reading

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
By the end of this unit of study, students will:
- Be able to design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations.

Required Reading
- Nil.

Recommended Reading

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
By the end of this unit students will:
- Have an understanding of the theoretical knowledge and practical skills necessary to the task of prescribing exercise:
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

- Have the capacity to prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

**Required Reading**


**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%.

**AHK1102 GLOBAL INDIGENOUS CULTURES**

- Campus Footscray Park and 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 in the relationship between the Indigenous and non-Indigenous people/communities/governments of these countries? What are the differences, if any, in the political status of these Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of Canada, New Zealand and South Africa. This will be done through posing questions such as: Who are the Indigenous communities/peoples of Canada, New Zealand and South Africa? What are the differences between these societies? What was/is the impact of colonisation on these societies? What was/is both historical and contemporarily, the political status of these societies? What is the political 'treaty' status versus the 'reality' status of these societies? What is the difference between the political, social and legal statuses, if any, of non-Indigenous and Indigenous peoples in these societies/communities/governments?

**Learning Outcomes**

- By the end of this unit of study, students will be able to:
  - Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene;
  - Have a critical understanding of the Indigenous Australian struggle and community commitment, thereby making them better equipped to help and interact with Indigenous Australian society.

**Required Reading**


**Class Contact**

- Thirty-six contact hours, comprising one one-hour lecture and one two-hour tutorial per week.

**Assessment**

- Preliminary research paper (500 words) 15%; Tutorial presentation 1 (500-750 words) 20%; Essay on issues covered in class (1500-2000 words) 30%; Tutorial presentation 2 (750-1000 words) 20%; Assessment of community partnership work 20%; Participation in tutorial class 10%.

**AHK1103 INDIGENOUS CAREERS DEVELOPMENT**

- Campus Footscray Park and 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, what are they?; What you know; what you need to know; leadership potential; goals and aims; skilling up.

Learning Outcomes By the end 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;
- Critically articulate how mentoring works within Indigenous Australia and therefore be better placed to seek this mentoring for themselves.


Websites
- http://caac.mxt.net/
- http://members.tripod.com/~cwhitney/indigeno.htm

Class Contact Thirty-six hours class contact, comprising, one one-hour lecture and two hours of tutorial per week for one semester.

Assessment Completion of 10 tutorial exercises (2000 words in total) 50%; Career goals and current leadership skill exercises 10%; Career goals and current leadership skill exercises (700 words) 10%; Career contracts portfolio (300 words) 20%; Class participation 10%.

AHK1104 MANAGING LEARNING AND INQUIRY

Campus Footscray Park and 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. Students will also examine the many stages involved in preparing research papers, reports, letters and memos. Students will learn the difference between primary and secondary sources, whilst learning how to be ethical and culturally sensitive while engaged in research and inquiry.

Learning Outcomes By the end of this unit of study, students will:
- Be able to prepare well organised, properly documented research papers with appropriate and accepted documenting and reporting styles;
- Be able to edit and proof read, and know the tone and style required for various genres of writing;
- Be able to prepare basic business communications, such as memos, letters and presentations.


Websites

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 (2000 words in total) 50%; Library project 20%; Journal project 10%; Written report on group class presentation 20%.

AHK1201 INDIGENOUS AUSTRALIAN KNOWING

Campus Footscray Park, 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: What is epistemology?; Indigenous Australian lore; Indigenous Australian law; birth to death concept; Ancestors, Spirits; reconciling the belief in Ancestors and Spirits with the modern scientific world; Indigenous Australian circular notion of life; multiple temporality (the simultaneous existence of the past, present and future.

Learning Outcomes By the end of this unit of study, students will:
- Understand and critically articulate the ideas of the Indigenous Australian world view;
- Understand and critically articulate the notions of Ancestors and Spirits;
- Understand and critically articulate the duality of Indigenous Australian belief systems;
- Understand and critically articulate the multiple temporality ('what is in the past, in the present, is in the future' concept) of Indigenous Australian culture;
- Understand and critically articulate the relationships between Lore and Laws in the Indigenous Australian notion of 'living in two worlds’ and its costs;
- Successfully complete a five-day community partnership in which students will inquire into Indigenous Australian issues affecting community organisations.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from selected texts.


Websites
- http://www.kooriweb.com
- http://cf.vicnet.net.au/Aboriginal/

Class Contact Twenty-four hours of workshops or equivalent, plus five days Community Partnerships.

Assessment Written report on partnerships (500-1000 words) 20%; Essay on issues covered in class (1500-2000 words) 30%; Tutorial presentation (500-750 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AHK1202 GLOBAL INDIGENOUS COMMUNITIES

Campus Footscray Park and 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 in the relationships between the Indigenous and non-Indigenous people/communities/governments of these countries? What are the differences, if any, in the political status of these Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of Canada, New Zealand and South Africa. This will be done through posing questions such as: Who are the Indigenous communities/people of Canada, New Zealand and South Africa? What are the differences between these societies? What is the political ‘treaty’ status versus the ‘reality’ status of these societies? What is the difference between the political, social and legal statuses, if any, of non-Indigenous and Indigenous people in these societies/communities/governments?

Learning Outcomes By the end of this unit of study, students will:
- Be able to critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and
the unique position this society holds on the global Indigenous scene;
• Have a critical understanding of the Indigenous Australian struggle and community commitment, thereby making them better equipped to help and interact with Indigenous Australian society.

**Required Reading**

**Recommended Reading**

**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 (500 words) 15%; Tutorial presentation 1 (500-750 words) 20%; Tutorial presentation 2 (as part of group) 25%; Class participation 10%; Essay (1500-2000 words) 30%.

**AHK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES**
Campus Footscray Park and 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; Indigenous cultural traditions and how has this impacted on land rights cases; the importance of preserving the cultural integrity of this tradition and the role of the Western written tradition. The main themes addressed in this unit include: understanding the importance of the oral tradition in Indigenous Australian society and its relationship to community leaders and organisations; policy versus reality in community experience; in terms of function, resources and opportunities; community perceptions of the differences between appointed and elected committees; the processes and consultation in policy development; the expectations stakeholders (for instance, funding bodies) place on communities and their organisations; the differences in community development and organisational management processes in Indigenous Australian and non-Indigenous Australian managed communities and their organisations; family affiliations and their effect on community development and organisation. This unit of study will also have a ten-day Community Partnership component. Students will participate in their chosen community organisations, with an emphasis on assessing how workers deal with the day-to-day issues of working within communities and the realities of policy development and enactment. Where it is not possible to place students, they will undertake an equivalent research project.

**Learning Outcomes**
By the end of this unit of study students will:
• Have background knowledge about how and why communities are established, especially about the development of community organisations;
• Be able to identify the differences between policies, the contexts in which they are enacted, and the limitations on their implementation;
• Understand how various stakeholders can influence a community and the direction and ability to function to meet community aspirations;
• Understand how Indigenous people in mainstream contexts maintain community connections;
• Articulate and participate in community decision-making from concept to action;
• Be able to critically articulate the differences between Indigenous Australian and non-Indigenous Australian centred communities and their organisations, and have some of the tools necessary for working in these types of organisations.

**Required Reading**

**AHK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES**
Campus Footscray Park and 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. Important questions this unit will address include: Does the oral tradition have a place in modern society and should it be considered as important and valid as the Western written tradition? What is the legal status of oral traditions and how has this impacted on land rights cases?

**Learning Outcomes**
By the end of this unit of study, 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 status of the oral tradition;
• Understand the use and importance of the oral tradition in Indigenous Australian society thereby making them better equipped to interact within that society.

**Required Reading**

**Recommended Reading**
Sykes, R 1993, Murawina: Australian women of high moral aspirations; the uniqueness this society holds on the global Indigenous scene; have a critical understanding of the Indigenous Australian struggle and community commitment, thereby making them better equipped to help and interact with Indigenous Australian society.

**Class Contact**
Thirty-six contact hours comprising one one-hour lecture and two hours of tutorials per week for one semester.
AHK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES
Campus Footscray Park and 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; Clan/Tribal/Kinship/Totem loyalty; what is a reciprocal system?; connections to 'country' and reciprocal rights; multi-connectedness/relationships 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. Students will participate in a Community Partnership or undertake a research project into a chosen community organisation with emphasis on how traditional structures impact on the organisation.
Learning Outcomes By the end of this unit of study, students will be able to:
- Critically articulate the concept of 'country' and the obligations that are part of it.
- 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 with readings drawn from selected texts.
Class Contact Twenty-four hours of workshops or equivalent, plus 10-days Community Partnerships.
Assessment Written Report on Partnerships (1000 words) 20%; Essay on issues covered in class (2000 words) 30%; Tutorial presentation (750-1000 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AHK2202 GLOBAL INDIGENOUS ISSUES
Campus Footscray Park and 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: valid concept or not? Needed or not?: The origin of the concept of 'Whiteness': what is it? 'Whiteness': does it exist? Press and exclude Indigenous peoples?: What is the impact of these issues/Indigenous people and Indigenous Australian societies?
Learning Outcomes By the end of this unit of study, 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 Indigenous Australian society, and how 'political correctness' and its exploitation can undermine Indigenous inclusiveness.

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 (750 words) 15%; Tutorial presentation 1 (750-1000 words) 20%; Tutorial presentation 2 (1000-1250 words) 25%; Class participation 10%; Essay (2000-2250 words) 30%.

AHK3101 KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES
Campus Footscray Park and St Albans
Prerequisite(s) Nil
Content This unit of study will address the unique and significant connection that Indigenous Australians have to 'country' and mother earth through exploring the land rights struggles of Indigenous people in Australia from 1788 to the present day. Topics that will be covered in this unit will include: land rights, native title, sovereignty, continuity and ownership. This unit will also have a 10-day Community Partnership component. Students will participate within their chosen community organisation with emphasis on how the organisations are affected by the above. ie, the concepts of 'country', land ownership and sovereignty. Where it is not possible to place students, they will undertake an equivalent research project, investigating the influence of country, land ownership and sovereignty.
Required Reading The Unit Co-ordinator will supply students with a Unit Reader drawn from selected texts.
Class Contact Twenty-four hours of workshops or equivalent, plus 10 days of Community Partnerships.
Assessment Written report on Partnerships (1200 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AHK3102 INDIGENOUS LITERACIES
Campus Footscray Park and 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 By the end of this unit of study, 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 Australian writing as highlighted in this society's writings;

SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE
AHK3202 GLOBAL INDIGENOUS LEADERSHIP
Campus Footscray Park and St Albans
Prerequisite(s) Nil
Content Students will investigate how Indigenous Australian leadership compares to other world Indigenous leadership, with an emphasis on understanding how the Indigenous Australian struggle fits into the bigger international picture. This will be done through exploring the following themes and questions: What forms do Indigenous leadership take? Who are the leaders and where are they from? How successful was/is it and who makes this decision? 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 By the end of this unit of study, students will be able to:
- Critically articulate the global issues that underpin government policy and global Indigenous issues;
- Critically communicate the emergence of global indignity, and the intertwining of Indigenous Australian and global issues in forums such as the UN; Gain skills that will assist them to become community leaders.

Required Reading The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Brewster, A, O’Neill, A & Thompson, R 1998, Oral history; a handbook, Allen and Unwin, Sydney.

Class Contact Thirty-six contact hours comprising one-one-hour lecture and one two-hour tutorial for one semester.

Assessment Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.

AHM5101 SPORT AND RECREATION MANAGEMENT
Campus Footscray Park and St Albans
Prerequisite(s) Nil
Content This unit of study will include: contemporary changes in business practice and its relationship to sport and recreation delivery; structure of sport and recreation organisations; governance of sport and recreation organisations; sport and recreation organisations and their environments; mission, goals and objectives development in sport


AHM5104 SPORT AND RECREATION MANAGEMENT BUSINESS CONTEXT
Campus City Flinders, Footscray Park, Offshore
Prerequisite(s) Nil
Content This unit of study will include: contemporary changes in management and business in recreation and sport; management and business practice and its relationship to sport and recreation delivery; structure of sport and recreation organisations; governance of sport and recreation organisations; sport and recreation organisations and their environments; mission, goals and objectives development in sport
and recreation; management process and organisational performance; conflict, power and politics in organisations; managing staff teams and development of culture, leadership, facilitation, coaching and motivation in sport and recreation organisations; decision making; processes and practice; total quality management principles, processes and practice; contemporary changes in sport and recreation organisations; management and business monitoring and evaluation.

**Required Reading**


**Recommended Reading**


**Class Contact**
The equivalent of three hours per week over one semester organised according to the teaching mode used.

**Assessment**

Theory review 20%; Case study analysis 40%; Organisation management/business study 40%. All components of assessment must be satisfactorily completed.

**AHM5102 SPORT AND RECREATION STRATEGIC MARKETING**

**Campus**

City Flinders, Footscray and Offshore

**Prerequisite(s)**

Nil.

**Content**

The content of this unit of study will review marketing concepts and apply them to a range of applied sport and/or recreation settings; components of traditional marketing systems in sport and/or recreation; understanding sport organisations, Human Kinetics, Champaign, Illinois. Torkildsen, G 1994, Leisure and management research, E and F Spon, London.

**Recommended Reading**


**Class Contact**
The equivalent of three hours per week over one semester organised according to the teaching mode used.

**Assessment**

Theory review 25%; Case study analysis and presentation 35%; Sport or recreation strategic marketing plan 40%. All components of assessment must be satisfactorily completed.

**AHM5103 SPORT AND RECREATION RESOURCE MANAGEMENT**

**Campus**

City Flinders, Footscray and Offshore

**Prerequisite(s)**

Nil.

**Content**

This unit of study will include: human resource planning and corporate/business planning; human resource management systems pertinent to the fields of sport and recreation industries; introduction to a brief focus on human resource management and an employer’s legal obligations; personnel strategies applicable to organisational behaviour in the fields of sport and recreation industries.

**Required Reading**

Dressler, G, Griffiths, J, Lloyd-Walker, B & Williams, A 1999, Human resource management, Prentice-Hall, Australia (in addition, an edition by Dressler G 2003), Phillips, J 1996, Accountability in human resources management, Golf Publishing, UK. Contemporary articles, web material and excerpts from relevant texts within this unit will be identified and explored during class sessions.

**Recommended Reading**


**Class Contact**
The equivalent of three hours per week over one semester organised according to the teaching mode used.

**Assessment**

Individual presentation 25%; Theoretical review 25%; Industry-based report 50%. All components of assessment must be satisfactorily completed.

**AHM5104 PROFESSIONAL PRACTICUM**

**Campus**

Footscray Park

**Prerequisite(s)**

Nil.

**Content**

Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application in the fields of recreation and sport. The essential component of this unit of study is the development of individual and professional competencies. Through practical experience, students are able to develop contacts within the profession, gain an awareness of the current and potential services within the community and become familiar with the wide range of employment possibilities open to graduates. It is anticipated that the outcomes of this unit will be a greater understanding of the diverse and complex nature of the Australian sport and recreation industries, which the professions of recreation and sport function. Students are encouraged to formulate their personal and professional philosophy and clarify their definition of the concepts embodied in ‘recreation’ and ‘sport’. The professional practicum enables candidates to undertake practical experience in the field of recreation and sport and to apply theoretical knowledge gained in the course is provided and students can relate their experience to the applied recreation studies or to the recreation management core of the course. Students select and negotiate the placement in consultation with the practicum coordinator and seminars are held for feedback with the placement supervisor. Students are taught in seminar style, drawing heavily on the students’ experiences and with staff setting challenges for practical experience that might be.
undertaken as the practicum. These enable students to compare and evaluate field experiences and to hear from professionals on various aspects of the recreation field.

**Required Reading** Field experience manual. Articles to be advised by lecturer.

**Class Contact** One-hour lecture/seminar per week for one semester in addition to 105 hours (3 weeks) of field contact.

**Exemptions** Whilst it is recognised that many candidates will have had applied experience in the field, exemption from the professional practicum cannot be granted. The purpose of the placement is to enable candidates to put into practice various aspects of the theoretical component of the graduate program and to apply newly-acquired skills and knowledge.

**Assessment** Satisfactory/unsatisfactory: attendance at all seminars is required and successful completion of class assignments and presentations; compliance with all requirements as set out on the contract; submission of a satisfactory evaluation by the agency; completion of a personal report and evaluation of the experience by the student.

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**AHM5201 SPORT AND RECREATION INDUSTRY ISSUES**

**Campus** City Flinders, Footscray and Offshore

**Prerequisite(s)** Nil

**Content** This unit of study will include: globalisation in sport and recreation; management of sport and recreation; national, state, local and voluntary sport and recreation organisations; commercialisation in sport and recreation; technological change affecting participation, access, equity and ethical issues.

**Required Reading** Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions.

**Recommended Reading**

**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.

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**AHM5205 FACILITY MANAGEMENT AND DESIGN**

**Campus** Footscray Park

**Prerequisite(s)** Nil

**Content** The aim of this unit of study is to: make students aware of the principles of recreation facility design and maintenance in a range of recreation settings; inform students about maintenance and development processes to the management of existing recreation facilities; and critique design and maintenance features. The unit will be based on an exploration of the following topics: needs assessment techniques and the use of standards in recreation facility design; basic considerations in the development of specialised facilities; planning principles and procedures in relation to resource provision and financial management; access and design requirements for specific population groups; safety issues in facility design and maintenance; the relationship between facility design and service delivery; legal issues and statutory requirements in facility design; maintenance management requirements for a variety of facilities, eg. outdoor areas, playgrounds, parks, aquatic facilities, indoor facilities, arts and cultural facilities; redevelopment and design of multi-purpose facilities.

**Required Reading**
- Walker, M & Stotlar, D 1997, Sport facility management, Jones and Bartlett Publishers, Sudbury, Mass. Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions.

**Recommended Reading**
- CPD Recreation Planning Services 1984, Public and private sector co-operation: provision of leisure facilities and services: some ideas, Department of Youth, Sport and Recreation, Melbourne. The Department of the Environment UK 1983, Development and operation of leisure centres: management of existing recreation facilities; and critique design and maintenance features. The unit will be based on an exploration of the following topics: needs assessment techniques and the use of standards in recreation facility design; basic considerations in the development of specialised facilities; planning principles and procedures in relation to resource provision and financial management; access and design requirements for specific population groups; safety issues in facility design and maintenance; the relationship between facility design and service delivery; legal issues and statutory requirements in facility design; maintenance management requirements for a variety of facilities, eg. outdoor areas, playgrounds, parks, aquatic facilities, indoor facilities, arts and cultural facilities; redevelopment and design of multi-purpose facilities.

**Class Contact** Three hours per week for one semester comprising one three-hour seminar/lecture.

**Assessment** Assignments (mid-term report) 25%; Individual/group presentation 25%; Progressive assessment (final report) 50%.
AHM6020 SPORT AND RECREATION MANAGEMENT PROJECT DEVELOPMENT (FULL-TIME)
Campus City Flinders, Footscray Park and Offshore
Prerequisite(s) Completion of the Graduate Diploma in Sport and Recreation Management (or equivalent) – first year coursework year of the Masters Program.
Content This unit of study aims to work in close association with students to: examine the development of contemporary project management theories, processes and practices and the application of these to the sport and recreation management industry; decide on a relevant investigation and development management project focus that aims to extend the learning of the student, and has applicability to the sport and recreation industry; prepare and develop a project brief that will form the basis of the final Sport and Recreation Management Investigation Report.
Required Reading Contemporary articles, web material and excerpts from relevant texts will be identified and explored during class sessions. To be advised by the lecturer each semester.
Class Contact The equivalent of three hours per week over one semester organised according to the teaching mode used.
Assessment Project brief 70%; Presentation of project brief proposal to Masters Advisory Panel 30%. Each component of this unit of study must be satisfactorily passed before progressing to the Report and Development phases of the Masters Program.
AHM6021 SPORT AND RECREATION MANAGEMENT INVESTIGATION (FULL-TIME)
Campus City Flinders, Footscray Park and Offshore
Prerequisite(s) Completion of the Graduate Diploma in Sport and Recreation Management (or equivalent) first year coursework year of the Masters Program.
Content The aim of this unit of study is to produce a thorough and comprehensive investigatory report on a management strategy, issue, concept or future management development in the sport and recreation industry. The final report will be a paper of no less than 8,000 and not more than 12,000 words. It will report on an independently conducted investigation that demonstrates the students’ ability to: clearly define and develop a specific focus on a selected sport and recreation management issue; undertake a detailed contemporary literature search; and review the relevant theoretical and applied literature on the management issue area. The final report requires the student to effectively and efficiently discuss the selected management issue, thereby developing a position statement or proposing a new approach to be applied. Adequate investigatory data, the scope of the project management and analysis skills should also be clearly demonstrated. The final report will be based on the components of the project brief development and approved through the unit – AHM6020 Sport and Recreation Management Project Development.
Recommended Reading To be advised by the lecturer/Professional Advisory Mentor.
Class Contact Preparation of the AHM6021 (Full-time) Sport and Recreation Management Investigation Report: 36 hours for one semester; OR AHM6022 (Part-time) Sport and Recreation Management Investigation Report: 18 hours for two semesters in consultation with a Professional Advisory Mentor.
Assessment Assessment of the project report will be conducted by an examiner with expertise and/or associated experience in the sport and recreation management industry, who will be appointed by the Course Co-ordinator on the advice of the Sport and Recreation Course Committee. The final report will be graded according to Victoria University Postgraduate Grading System: S = Pass, N = Fail, or L = Resubmission permitted. Full details of the Master Degree in Sport and Recreation Management (Project Management) or Coursework by Minor Thesis are available at www.staff.vu.au/PeterKalmund.
AHM6022 SPORT AND RECREATION MANAGEMENT INVESTIGATION (PART-TIME)
Campus City Flinders, Footscray Park and Offshore.
Prerequisite(s) Completion of the Graduate Diploma in Sport and Recreation Management (or equivalent) first year coursework year of the Masters Program.
Content The aim of this unit of study is to produce a thorough and comprehensive investigatory report on a management strategy, issue, concept or future management development in the sport and recreation industry. The final report will be a paper of no less than 8,000 and not more than 12,000 words. It will report on an independently conducted investigation that demonstrates the students’ ability to: clearly define and develop a specific focus on a selected sport and recreation management issue; undertake a detailed contemporary literature search; and review the relevant theoretical and applied literature on the management issue area. The final report requires the student to effectively and efficiently discuss the selected management issue, thereby developing a position statement or proposing a new approach to be applied. Adequate investigatory data, the scope of the project management and analysis skills should also be clearly demonstrated. The final report will be based on the components of the project brief development and approved through the unit – AHM6020 Sport and Recreation Management Project Development.
Recommended Reading To be advised by the lecturer/Professional Advisory Mentor.
Class Contact Preparation of the AHM6021 (Full-time) Sport and Recreation Management Investigation Report: 36 hours for one semester; OR AHM6022 (Part-time) Sport and Recreation Management Investigation Report: 18 hours for two semesters in consultation with a Professional Advisory Mentor.
Assessment Assessment of the project report will be conducted by an examiner with expertise and/or associated experience in the sport and recreation management industry, who will be appointed by the Course Co-ordinator on the advice of the Sport and Recreation Course Committee. The final report will be graded according to Victoria University Postgraduate Grading System: S = Pass, N = Fail, or L = Resubmission permitted. Full details of the Master Degree in Sport and Recreation Management (Project Management) or Coursework by Minor Thesis are available at www.staff.vu.au/PeterKalmund.
AHP1000 GROUND, SELF, AND OTHERS: EMBODIED ETHICS
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study gives students a practical understanding of ethical and productive practices for dance, drama and performance. Students will learn how to work in a place, with themselves, and with others. Standing, sitting, walking and laying, together with seeing, listening, smelling, tasting and touching will be used as key organising elements in introducing warm-up, compositional and improvisational skills in textual, visual and kinetic performance modes.
Learning Outcomes On completion of this unit of study students will have:
• An understanding of ethical and productive ways of approaching and interacting with spaces and places, themselves, and others;
• An understanding of the basic performance elements of standing, sitting, walking, laying, seeing, listening, smelling, touching and tasting;
• Basic skills in ‘warming-up’ for composing, improvising and developing work for performance, dance and drama alone and with others;
• An embodied understanding of textual, visual and kinetic performance modes.


**Class Contact.** This unit will comprise the equivalent of five hours per week 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%. Students must attend 80% of classes to be considered for a mark.

**AHP1011 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** At the completion of this unit of study students will be able to:
- Critically analyse and articulate through performance aspects of composition in dance, drama and performance;
- Have an understanding of: the range and depth of contemporary performance, dance and drama; the internal structure and substance of a number of live contemporary performances, including dance and drama; how performances are constructed; how performances may be re-making of other performances.

**Required Reading**

**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 last eight weeks of semester one so that students will take this unit 7.5 hours per week for eight weeks.

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

**AHP1012 TECHNOLOGY: LIGHTING AND SOUND**

**Campus Footscray Park.**

**Prerequisite(s)** Nil.

**Content** This unit of study provides students with a foundation for their ongoing work with sound and lighting technologies in performance. This unit is designed to introduce and develop students' practical and theoretical understanding of basic sound and lighting technology and its application within a performance context.

**Learning Outcomes** By the end of this unit of study, students will have:
- A grasp of the practical foundations of lighting and sound technology;
- Introductory knowledge of safe and productive practices with sound and lighting;
- Skills in basic recording processes and equipment, sound editing and treatment techniques, basic composition techniques, scores, notation and cue sheets;
- A basic understanding of the variety and complexion of theatrical lighting equipment including lamps, lenses, barn doors, colour filters, special effects, dimmer boards and patch boards;(Students are expected to prepare lighting design, patching, and cue sheets).


**Journals About Performance.** Performance Research. Theatre Topics. Writings on Dance.

**Class Contact** Three hours of tutorials/workshops per week.

**Assessment** Class Participation 20%; Class presentations (weekly presentations dealing with technical and production problems) 60%; Essays 20%. Students must attend 80% of classes to be considered for a mark.
AHP1013 ARCHIVE 1
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study provides students with a solid foundation for the ongoing study and participation in the important theories and concepts of contemporary performance inquiry. It looks at the history of 20th and 21st century performance, including: dance, drama, performance art and related art forms; key concepts in identity theory, the history of writing in relation to theatre and modernity, and the different writing forms that can be explored and deployed in the construction of a performance text. It assumes no prior knowledge of history and theory of Performance Studies.

Learning Outcomes By the end of this unit of study, students will have introductory knowledge of:

• The theoretical foundations of contemporary critical performance inquiry;
• 20th and 21st century performance including dance, drama, performance art and other art forms;
• Key concepts in identity theory;
• The history of writing in relation to performance, theatre and modernity;
• The many different writing forms that can be explored and deployed in the construction of a performance text.

Required Reading Birringer, J 1996, This is the theatre that was to be expected and foreseen,’ Performance Research, 1[1], Spring 1996, pp. 32-46; [E Reserve]. Butler, J 1999, ‘Performance acts and gender constitution’ in SE Case (ed), Performing feminisms, pp. 270-282.


Class Contact Three hours comprising: 90-minute lecture and 90-minute tutorial.

Assessment Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Students must attend 80% of classes to be considered for a mark.

AHP1202 PERFORMANCE IMPROVISATION 1
Campus Footscray Park.
Prerequisite(s) Nil.

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

Learning Outcomes By the end of this unit of study, students will have:

• An understanding of ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance;
• An understanding of the basic performance elements of moving, seeing, vocalising, touching and proxemics;
• Basic skills in improvising alone and with others;
• An embodied understanding of textual, visual and kinetic performance modes.


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

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

AHP1203 TECHNOLOGY VIDEO
Campus Footscray Park.
Prerequisite(s) Nil.

Content This unit of study is designed to provide students with a practical and theoretical understanding of basic video techniques and processes. The unit will deal with aspects of video production such as: concept, outline, treatment and script; the video camera and lenses; video recording techniques; editing and dubbing. The unit examines these areas from functional and aesthetic viewpoints.


Class Contact Three hours comprising one one-hour lecture and one two-hour tutorial.

Assessment Progressive assessment 50%; Presentation 30%; Assignment 20%. Final assessment is based on satisfactory attendance (80%) at classes.

AHP1204 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 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 technological 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 By the end of this unit of study, 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 according to the context.


Class Contact: Five hours of workshops.

Assessment:

- Class participation 30%;
- Class presentations 30%;
- Performance 40%;

Students must attend 80% of classes to be considered for a mark.

AHP2101 PERFORMANCE ANATOMY FOR DANCE

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 material. The students' ability to perceive what is unique/shared in relation to traditions and conventions will be developed through observation and discussion of their own and others' work.

Learning Outcomes By the end of this unit of study, 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.


Websites:

- ideokinesis.com

Class Contact: Two 90-minute laboratories 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%;
- Reflective report which identifies key ideokinetic principles/methods and their impact upon students' developing movement awareness and skill (1500 words) 30%.

Students must attend 80% of classes to be considered for a mark.

AHP2101 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 material. The students' ability to perceive what is unique/shared in relation to traditions and conventions will be developed through observation and discussion of their own and others' work.

Learning Outcomes By the end of this unit of study, students will be able to:

- Demonstrate an understanding of the diverse ways in which notions of self are being explored in a dance, theatre and performance context;
- Processes for utilising their own memory and imagination in constructing dance, theatre and performance material;
- Strategies to develop a range of performance elements in voice and movement, dance and theatre;
- Developed a practice of observation and discussion of their own and others' work in verbal and written forms.

By the end of this unit of study, students will:

- Be able to make short pieces of theatre by drawing on compositional 'scores';
- Be able to adapt those compositional scores for school age students;
- Know how to facilitate the generation of text;
- Be able to run a warm-up for school students with an understanding of the intention of each exercise;
- Be able to facilitate ensemble playing in a school drama class;
- Be able to teach character development;
- Understand what it is to be 'centred' and command the classroom, both physically and energetically, as a teacher;
- Know how to create a supportive environment in the classroom.

Recommended Reading


Recommended Reading


Recommended Reading

subject to the approval of the Course Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studios their Content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary critical, cultural and theoretical 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 the field. In this unit of study for this unit will depend on the performer/theorist running the unit but will generally fall under the following four themes: ecologies; interventions; deviations; activism.

Required Reading


Recommended Reading


Class Contact

This unit of study will comprise a 90-minute lecture and a 90-minute workshop/tutorial per week for one semester.

Assessment

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

AHP2202 PERFORMANCE OTHERS

Campus: Footscray Park

Prequisite(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 in written form to others. Dynamics and range in the relationship of self to others will be explored in performance, social and cultural contexts.

Learning Outcomes

By the end of this unit of study, students will have:

• Developed their understanding of material introduced in first semester in the unit Performance Self;

• Experienced a range of strategies in working collaboratively on performance or dance and theatre material;

• Developed a practice in communicating their ideas physically, verbally and in a written form to others;

• Investigated a range of perspectives in the relationship of self and others;

• Experienced and developed an ongoing practice of listening through improvisation structures.

Required Reading


Recommended Reading

AHP2203 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 the performer and audience; the need for the exercise to be executed 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 material 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 By the end of this unit of study, students will:
• Be able to make short pieces of theatre by drawing on compositional ‘scores’;
• Be able to adapt those compositional scores for school age students;
• Know how to facilitate the generation of text;
• Be able to run a warm-up for school students with an understanding of the intention of each exercise;
• Be able to facilitate ensemble playout in a school drama class;
• Be able to teach character development;
• Understand what it is to be ‘centred’ and command the classroom, both physically and energetically, as a teacher;
• Know how to create a supportive environment in the classroom.

AHP3103 PERFORMANCE RESEARCH
Campus Footscray Park
Prerequisite(s) Nil.
Content In this unit of study students will: survey the work processes of other artists; identify starting points for their own performance ideas; design ways to expand these ideas towards performance; document and synthesise material generated in this process; and present a final performance proposal to the rest of the class. This proposal will be further developed, rehearsed and performed in the unit of study Performance Practicum.
Learning Outcomes On completion of the unit of study students will have:
• Investigated practical processes to expand initial ideas;
• Watched and given feedback on the work processes of other students;
• Further developed material through reading, writing and the consideration of a variety of media of creative practice;
• Experimented with a number of methods of documenting their work processes;
• Synthesised materials in composition of a final performance proposal and for further research;
• Presented this performance to the class.

AHP3104 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 Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects and intensive practical/technical sessions. Like the Performance Studios their Content will be driven by
the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance and performance techniques without the demands of large-scale performance. This intersection can be crucial for students' understanding of performance processes, contexts and politics.

Learning Outcomes By the end of this unit of study, students will have:
- Developed techniques for writing for the theatre/performance in both solo and collaborative forms;
- Extended their skills in creative writing through exposure to a number of creative writing techniques;
- Developed skills in journal-writing through keeping a journal of creative work and notes made throughout the term;
- Developed skills in analysing and giving feedback on the work of other students.


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

AHP3105 PERFORMANCE STUDIO D
Campus Footscray Park.
Prerequisite(s) Nil.

Content The Content for the unit of study will be determined by the individual lectures in conjunction 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 By the end of this unit of study, 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%. Students must attend 80% of classes to be considered for a mark.
AHP3190 PSYCHOANALYSIS AND PHENOMENOLOGY

Campus Footscray Park

Prerequisite(s) Nil

Content This unit will study the examination and development of Freudian psychoanalysis and phenomenological theories and their relationship to developments in the performance and visual arts. It will introduce students to psychoanalytic and phenomenological theories as a basis for the study of texts, performances and visual arts productions associated with the modern and postmodern. It will develop students' skills in applying psychoanalytic and phenomenological theories to performance, visual arts and textual analysis and creation.

Required Reading To be advised by lecturer.


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

Assessment Progressive assessment 40%; Presentation 20%; Essays, 40%.

AHP3201 PERFORMANCE PRACTICUM

Campus Footscray Park.

Prerequisite(s) Nil

Content In this unit of study students will have the opportunity to make an independent and original work for public performance (dance, drama, performance art, site-specific performance or other related art-form), either singly or in groups. Students will undertake a sustained process of experiment, research and rehearsal in developing, structuring and refining their works, which should engage with issues of critical academic, political and social importance. Students will develop the logistical, administrative and rehearsal schedules, and to produce and promote a public performance event.

Learning Outcomes By the end of this unit of study, students will have:

- An understanding of current thinking and practice in an area of performance-making of their own choice (dance, drama, performance art, site-specific performance or other related art-form);
- Skills in experimentation, research and rehearsal through independent or collaborative processes in this specific area of performance-making;
- Skills in developing, structuring and refining their performances;
- Skills in the logistics, organisation and promotion of a public performance event.

Required Reading The following readings are required in addition to the texts already set out as Required Reading in other units of study in this course, and those determined collaboratively by staff and students in response to student projects in the unit of study: Loupe, L (ed) 1994, Traces of dance, Edition Dis Voir, Paris.

Recommended Reading To be advised by lecturer.

Class Contact Five hours, comprising five hours of tutorials/workshops.

Assessment Class presentations 60%; Performance 40%. Students must attend 80% of classes to be considered for a mark.

AHP3202 PERFORMANCE IMPROVISATION 2

Campus Footscray Park

Prerequisite(s) Nil

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

Learning Outcomes On completion of the unit of study students will have:

- An advanced understanding of ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance;
- An advanced understanding of the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics;
- Advanced skills in improvising alone and with others;
- An advanced embodied understanding of textual, visual and kinetic performance modes.


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

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

AHP3204 CRITICAL PRACTICE D

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 Co-ordinator. The Critical Practice electives are designed to allow the Performance Studies Unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects and intensive practical/technical sessions. Like the Performance Studies unit of study: Loupe, L (ed) 1994, Traces of dance, Edition Dis Voir, Paris.

Recommended Reading To be advised by lecturer.

Class Contact Five hours, comprising five hours of tutorials/workshops.

Assessment Class presentations 60%; Performance 40%. Students must attend 80% of classes to be considered for a mark.


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

AHP3206 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 and discuss current issues 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 the historical arguments through the rigorous self-reflection 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 By the end of this unit of study, students will have:

• 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;
• A view of the role of performance in society from an informed and multidisciplinary perspective;
• An articulated theoretical position on their own past, present and future performance work;
• Abilities in the multidisciplinary analysis of current issues and problems in the field of performance;
• An understanding of 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;
• An awareness of the historical and ideological contexts of their performances, performance analyses and theoretical arguments;
• The ability to mark their own positions in relation to theoretical and performative contexts;
• Wide reading in, and a broadly-conceived range of allusions to, diverse critical and performance schools and approaches.


the problem of intention, and wilfulness,’ Theatre Topics, 11(2), pp. 187-204.


Class Contact Three hours comprising one 90-minute lecture and one 90-minute tutorial/workshop.

Assessment Class participation 30%; Class presentations 30%; Essays 40%.

AHP3250 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.


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%.

AHP4021 HONOURS PROJECT (FULL-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) as agreed by the student and supervisor.

Learning Outcomes By the end of this unit of study, students will:

• Be competent and independent researchers in the field of performing arts;
• Have developed their performance-related research and professional expertise beyond the pass degree level;
• Be prepared 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 supervisor; or some combination of the above (for example, the documentation and analysis of a performance) as agreed by the student and supervisor. This examination will constitute 100% of the assessment.

AHP4022 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) as agreed by the student and supervisor.

Learning Outcomes By the end of this unit of study, students will:

• Be competent and independent researchers in the field of performing arts;
• Have developed their performance-related research and professional expertise beyond the pass degree level;
• Be prepared 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 of unit with corrections to the satisfaction of the School’s Honours Courses Committee; deferred for re-submission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHQ0001 ADVANCED QUANTITATIVE RESEARCH METHODS

Campus City Flinders, Footscray Park, St Albans (as per student enrolment)

Prerequisite(s) AHZ0001 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 SPSSx 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) AHZ0001 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.


Class Contact Seminar paper on research design of a proposed project 50%; A written report on the process of data collection and analysis 50%.

AHR0131 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.


Websites

- Parks and Leisure Australia. www.parks-leisure.com.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) 30%; Syndicate project – tender proposal for real recreation project (1000 words per syndicate member) 30%.

AHR0134 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 Patterson, I & Taylor, T (eds) 2001, Celebrating inclusion and diversity in leisure, HM Leisure Planning, Williamstown, Victoria.


Class Contact Equivalent to three hours per week.

Assessment Individual essay/project 30%; Quizzes 40%; Work integrated learning/industry-based project 30%.

AHR0141 BUSHWALKING LEADERSHIP

Campus All campuses on which the Bachelor of Sport and Recreation Management is taught, currently: Footscray Park, Sunbury and Melton.

Prerequisite(s) Nil.

Corequisites AEB0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and 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. 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 By the end of this unit of study, students will be able to:
- Select appropriate equipment for bushwalking (personal and group);
- Apply planning processes to organising bushwalks for clients;
- Demonstrate walking skills in a non-urban environment;
- Demonstrate navigation skills in a non-urban environment;
- Walk in a safe manner;
- Brief clients;
- Maintain physical welfare of the group;
- Establish effective communication;
- Lead a group of walkers safely;
- Select and maintain a temporary campsite using minimal impact practices;
- Complete post-trip responsibilities;
- Use a map and compass;
- Plan a route in trackless areas;
- Navigate in trackless areas.

Required Reading Victorian Bushwalking and Mountaingraft Leadership Training Advisory Board 2002, Bushwalking and mountaingraft leadership, Department of Sport and Recreation, Melbourne, Victoria.


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) AEB0080 Theories of Outdoor Education or AHRI101 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 facilitators and equipment; identification of the effects of groups on cliff environments and exploration of the application of sustainable environmental and minimal impact strategies; planning for inclusive rock climbing experiences; and experiential applications in both educational and recreational settings.

Learning Outcomes By the end of this unit of study, students will:
- Be able to access the safety of abseiling and top rope climbing procedures;
- Be able to competently tie a range of knots commonly used in abseiling and climbing;
- Be able to competently belay a person abseiling and climbing;
- Be able to competently use and care for a range of equipment used for abseiling and climbing;
- Be able to demonstrate the fundamental skills needed for abseiling and climbing;
- Be able to demonstrate simple lowering systems and use of various techniques to ascend ropes.


Websites
- Australian Climbing Gyms. www.austclimbinggyms.com.au
- Bureau Of Meteorology. www.bom.gov.au
- National Parks. www.parks-leisure.com.au
- Victorian Outdoor Education Association. www.voea.vic.edu.au
- Professional Association of Rockclimbing 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 rockclimbing 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.

AHRO145 THEORY AND APPLICATION OF SNORKELLING

Campus All campuses on which the Bachelor of Recreation Management is taught: currently: Footscray Park, Sunbury and Melton.

Prerequisite(s) AEB0080 Theories of Outdoor Education or AHRI101 Introduction to Recreation or equivalent. Some snorkelling experience is desirable.

Required Reading Required reading will be provided to students at the commencement of the unit of study.

Recommended Reading Australian Journal of Outdoor Education. Journal of Adventure and Outdoor Leadership.

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.voea.vic.edu.au
- Risk management. www.mountainsafety.org.nz
- Surf Lifesaving Association www.surlifesaver.com.au
- VOEAA. www.voea.vic.edu.au
- AdventurePro. www.adventurepro.com.au

Class Contact Forty-eight hours of workshops and snorkelling 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 snorkelling 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** By the end of this unit of study, students will:
- Be able to demonstrate appropriate dinghy sailing skills;
- Be able to select and use appropriate sailing equipment;
- Acknowledge the risks of sailing in an open water environment, and through the application of risk management theory, be able to effectively manage risk;
- Through the investigation of leadership theory, demonstrate appropriate leadership skills to safely captain a sailing vessel;
- 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;
- Develop an understanding of the open water marine environment and the environmental issues surrounding sailing and sustainable practice.


**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.


**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** By the end of this unit of study, students will:
- 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;
- Through exploration of risk management theory and practice, understand the safety issues and risk management of aquatic environments;
- Be able to apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
- Be able to facilitate and teach specific Learning Outcomes for diverse groups;
- Have an appreciation of 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.


**Recommended Reading** Victorian Board of Canoe Education 1997, Canoe safe: safety guidelines for instructors and leaders conducting canoeing activities, Victorian Board of Canoe Education, Viewbank.


**Websites**
- Bureau of Meteorology. www.bom.gov.au
- Victorian National Parks. www.vnpa.org.au
- Victorian Canoe Association. Canoe.org.au
- VOEA. www.voea.vic.edu.au
- Wilderness Organisation. www.wilderness.org.au
- AdventurePro. www.adventurepro.com.au

**Assessment** Practical skills and fieldwork 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 environment. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers.
AHRO243 EXPEDITION LEADERSHIP
Campus All Campuses on which the Bachelor of Recreation Management is taught: currently Footscray Park, Sunbury and Melton.
Prerequisite(s) AEB0083 Leadership or AHRO141 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 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.
Websites
- Bureau of Meteorology. www.bom.gov.au
- Duke of Education. www.dukeofed.org.au
- National Outdoor Leadership School. www.nols.edu
- Rocky Mountains Institute. www.rmi.org
- Reviewing Activities. http://reviewing.co.uk
- Victorian National Parks. www.vnpa.org.au
- VOEA. www.voea.vic.edu.au
- Wilderness Organisation. www.wilderness.org.au
Class Contact Forty-eight hours of workshops and camping experiences, plus an eight-day expedition.
Assessment Expedition planning proposal and practical preparation 20%; Expedition plan 60%; Review seminar/presentation 20%.

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 By the end of this unit of study, students will:
- Be able to select appropriate equipment for overnight ski tours, including: clothing, camping equipment, ski equipment
- Demonstrate applied knowledge of hygiene, nutritional and energy demands as they relate to ski touring;
- Be able to ski safely and with confidence whilst carrying an overnight pack;
- Be able to utilise a range of skiing techniques including: snow plough stops and turns, step turns, kick turns, diagonal stride, side stepping and herringbone climbing technique;
- Be able to follow a snow pole line and compass route in poor winter visibility conditions;
- Be able to select and organise a campsite with sensitivity to the environment;
- Be familiar with the construction of long term and emergency snow shelters;
- Be familiar with the first aid requirements for injuries that are likely to occur from skiing.
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
- VOEA. www.voea.vic.edu.au
- Adventu repro. 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 environmental education.
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) AEB0080 Theories 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; debriefing, transference and processing theories and skills; the process and theory of providing feedback; conduct of a needs assessment for successful adventure-based program design; techniques in managing group safety during activity participation.
Learning Outcomes By the end of this unit of study, students will:
• Be able to select, sequence and present adventure-based learning activities through the exploration of adventure programming theory and practice;
• Be able to critically examine various leadership theories and styles, and their application to adventure programming;
• Have examined personal leadership styles using group feedback and self-assessment inventories;
• Have improved their observation, intervention and processing skills related to adventure programming and related activities;
• Be able to examine program design elements and facilitation and the use of adventure programming to explore a range of societal and personal issues.
Recommended Reading Webster, SE 1989, Ropes course safety manual: an instructors’ guide to initiatives, and low and high elopeements, Kendall Hall Publishing Company, Iowa.
Websites
• Bureau Of Meteorology. www.bom.gov.au
• National Parks. www.parks-leisure.com.au
• Outdoor Education Association. www.oeoa.vic.edu.au
• Risk management. www.mountainsafety.org.nz
• VEOA www.veoa.vic.edu.au
• Adventupro. www.adventupro.com.au
Class Contact Forty-eight hours of workshops and camp program experiences.
Assessment Practical skills and field work 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments/presentations 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers.
AHR0284 FIELD EXPERIENCE
Campus Footscray Park.
Prerequisite(s) Nil.
Content The Field Experience unit of study aims to help students to achieve two professional goals. Firstly, it provides students with the opportunity to place their theory and knowledge into a relevant and practical context through application in the field of sport and recreation. Secondly, it allows students to personally select a placement that will be strategic in helping them to gain suitable employment upon graduation. The elective career placement provides the opportunity for students to further develop individual and professional competencies and achievements. These achievements can be recorded into a resume and enhance their employability. Completing an elective placement in the industry will also ensure students are able to develop contacts within the profession. As the number one way to gain employment is via networking, this career placement elective may facilitate employment upon completion of the unit of study. Working in the profession enables students to gain an awareness of the current and potential services within the community and become familiar with the wide range of employment possibilities open to graduates. Through this career placement experience, students are encouraged to formulate their personal and professional philosophy and career goals. Students may choose to undertake up to an additional 140 hours of career placement as an elective.
Learning Outcomes By the end of this unit of study, students will:
• Have acquired new skills or further developed existing skills to enhance their employability in the sport and recreation profession;
• Have developed their professionalism and performance in a sport and recreation work setting;
• Have established and expanded their existing professional networks;
• Be able to 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;
• Have completed either 70, 105 or 140 hours of career placement in a sport and recreation host organisation of their choice;
• Have written an extensive four-part business report describing the context for the placement, tasks completed, employability skills and core graduate attributes developed as well as evaluating their own performance;
• Be able to provide a written evaluation from their host organisation supervisor.
Required Reading Career and Professional Development (CPD) website: www.staff.vu.edu.au/hrmcpd. Career and Professional Development Writing Guidelines provided at the CPD website.
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).
AHR0290 DIRECTED STUDY (ELECTIVE)
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 a range of areas in the field of outdoor recreation or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; facility or program critique; policy analysis etc.
Learning Outcomes Students will negotiate their topic with an appropriate lecturer/supervisor to develop a formal written contract detailing the scope of their proposal for directed study. The learning outcomes, including 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%. Assessment tasks will relate to the Core Graduate Attributes – however this will also depend on the topic negotiated between the supervisor and the student.
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
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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 of recreation and leisure.

Learning Outcomes: By the end of this unit of study, students will be able to:
- Understand selected definitions, theories and philosophical concepts related to leisure and recreation industry;
- Understand development of leadership 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:

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%.

AHRI1106 RECREATION ACTIVITY LEADERSHIP

Campus Footscray Park

Prerequisite(s) Nil.

Content: This unit of study will provide students with understandings and skills in leading recreation activities. Unit Content will include:
- leadership concepts and theories; activity selection; activity analysis; activity modification; risk management and safety considerations; activity leadership guidelines; cultural, age and gender factors; and introduction to dance, drama, music, low-organised games, social recreation, recreational sport, art and craft, nature and outdoor adventure activities.

Learning Outcomes: By the end of this unit of study, students will:
- Have an appreciation of relevant concepts, theories and application of leadership as it applies to the recreation setting;
- Be able to determine the most appropriate leadership style to apply to different recreation contexts;
- Have an extensive repertoire of recreation activities;
- Understand the outcomes and benefits associated with various activities;
- Be able to apply activity-planning techniques;
- Be competent to lead activities in a variety of settings for a diverse range of participants;
- Be able to create and modify recreation activities;
- Be enthusiastic and committed to activity delivery;
- Be able to evaluate recreation activity leadership.

Required Reading:

Class Contact:
- Equivalent to three hours per week.

Assessment:
- Written assignment 25%; Quiz 25%; Group presentation 25%; Individual presentation 25%.

AHRI1201 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; problem-solving and decision-making in the management context; stress management and conflict resolution; and quality assurance, best practice, benchmarking and evaluation approaches in management.

Required Reading:

Learning Outcomes: By the end of this unit of study, students will have:
- An introduction to principles and practice of management in the recreation setting;
- Examined management theories, principles, approaches and techniques adopted in various facets of recreation;
- Specifically focused 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.

Recommended Reading:

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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 By the end of this unit of study, students will:
• Have an understanding of the basic components and processes of computer technology;
• Be able to 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 of data;
• 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 collection of articles and chapters on the nature of computing and its impact

Recommended Reading Collection of articles developed by staff.

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 general programming process; programming models; the impacts of current recreation trends/issues; the impact of people’s life stages on likely recreation needs; the specifics of programming including needs assessment, program planning and operational factors, budget and locations; program evaluation and its use in planning program settings and their effect on the specific 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 By the end of this unit of study, students will:
• Understand how to apply the Rossman and Schlatter’s (2003) Program;
• Development Cycle to recreation programs;
• Be able to write a program plan;
• Understand how to conduct a needs assessment;
• Be able, as a member of a team, to implement a recreation program;
• Have developed skills in recreation program evaluation.


Kraus, R 1997, Recreation programming: a benefits-driven approach, Allyn and Bacon, Needham Heights, MS.

Class Contact Equivalent to three hours per week.

Assessment Program plan (equivalent to 1500 words) 40%; Program activity – group presentation 20%; Unit examination 40%.

AHR1203 COMPUTERS IN RECREATION
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 By the end of this unit of study, students will:
• Have an understanding of the basic components and processes of computer technology;
• Be able to use computer file management processes to create a functional computing work environment;

AHR1204 DISABILITY AWARENESS AND RECREATION
Campus Footscray Park
Prerequisite(s) Nil.

Content The Content of this unit of study includes: historical background of disability; clarification of values and attitudes toward disability; sociological, psychological and physical characteristics of individuals with disabilities; philosophical issues relevant to disability; inclusive leadership strategies; transfer and transportation techniques; inclusion, integration, mainstreaming and normalisation practices; duty of care; and safety issues.

Learning Outcomes By the end of this unit of study, students will:
• Understand selected definitions, theories both sociological and psychological related to the disability sector;
• Understand personal and community attitudes towards individuals with a disability;
• Be able to 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.


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

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 find a suitable 70-hour career placement using a variety of sources eg. networking, the career placement board and career development database or guest speakers. Students will complete a 70-hour placement under supervision of
Appropriate industry supervisors and a comprehensive business report. An understanding of the contribution of recreation work experiences (throughout the course) to graduate career outcomes is emphasised and reinforced by testimonies from recent graduates.

**Learning Outcomes** By the end of this unit of study, students will:

- Be aware 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 the course.
- Understand the importance of working part-time in the recreation industry while they are a student.
- Have acquired better self-understanding in order to select a career within the recreation industry that matches their interests, preferred skills and perceived abilities.
- Be able to interpret a position description and apply this information to a focused personal resume for a recreation position.
- Be able to create a personal, focused, skill-based, achievement orientated resume.
- Be able to network effectively to access the hidden job market.
- Have established a previously unknown contact in the recreation industry and conducted an information interview in order to better understand a recreation job that they are interested in finding more about.
- Be able to apply job hunting skills to obtain a career placement in recreation.
- Be able to write CPD contracts including being able to formulate and write placement learning objectives.
- Have completed 70 hours of work experience in the recreation profession.
- Have written 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%.

**AHR2301 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 including: marketing information systems, market segmentation and target markets, market mix, market controls and key performance indicators, development of a marketing plan, relationship marketing and internet marketing will provide the focus for the unit.

**Learning Outcomes** By the end of this unit of study, students will:

- Be able to analyse marketing practices in recreation organisations;
- Be able to present marketing strategies in an applied recreation setting;
- Be able to apply marketing system concepts in the management and delivery of recreation services;
- Understand the process of marketing information systems in a recreation organisation;
- Be able to apply the concepts of market segmentation and target market selection;
- Be able to manage the elements of the marketing mix;
- Understand the development of the marketing plan;
- Be able to apply marketing control and monitoring (evaluation) systems.


**AHR2303 OUTDOOR RECREATION**

**Campus Footscray**

**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.


**Assessment** Applied marketing syndicate project (up to 1000 words per person in the syndicate) 40%; Final written report (up to 1000 words) 40%; Final examination 25%.

**AHR2304 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 By the end of this unit of study, 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.  

Required Reading  

Recommended Reading  

Class Contact  
Equivalent to three hours per week with one two-hour lecture and one one-hour tutorial.  

Assessment  
Individual essay (1500 words) 20%; Examination 25%; Program project 25%; Small group project 30%.  

AHR2305 SOCIAL PSYCHOLOGY OF RECREATION  
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 By the end of this unit of study, 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, 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.  

Recommended Reading  

Class Contact  
Equivalent to three hours per week including weekly one-hour tutorials.  

Assessment  
Individual essay (1500 words) 30%; Examinations 45%; Program project 25%; Small group presentation 25%.  

AHR2401 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 By the end of this unit of study, students will have:  
- A basic understanding of the nature of leisure research and its application in evaluation of recreation services;  
- The ability to select and design basic research methods (quantitative and qualitative) appropriate to particular leisure service research and evaluation problems;  
- The ability to analyse numerical and verbal information to reach research and evaluative conclusions;  
- Skills in research data management (electronic) and presentation (graphical, tabular) procedures;  
- Report writing skills;  
- An understanding of the use of output from an evaluation project;  
- An appreciation of the ethical conduct of research and evaluation of leisure phenomena and services.  

Required Reading  
Hendersen, KA & Bialeschki, DM 1995, Evaluating leisure services: making enlightened decisions, Venture, State College, PA.  

Recommended Reading  
Neuman, WL 1997, Social research methods: qualitative and quantitative approaches, 3rd edn, Allyn and Bacon, Boston MA.  

Class Contact  
Equivalent to three hours per week including two two-hour workshops.  

Assessment  
Understanding and skills tested in mid-semester as well as on completion of studies. These include: Examinations 50%; Exercises 50%.  

AHR2402 HUMAN RESOURCE MANAGEMENT IN RECREATION  
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, and 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 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 By the end of this unit of study, students will:  
- 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;  
- Be able to 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;  
- Have strategic management approaches that address the needs and the skills of employees and volunteers to perform their role effectively and efficiently;  
- Be able to create a partnership between employees and volunteers to ensure the delivery of positive recreation services within and external to the organisation.  

Required Reading  
Nankervis, AR, Compton,

**Recommended Reading**

**Websites**
- Cyber Volunteer Management. www.emp-rec-serv.com
- For Leaders of Manager. www.energizeinc.com
- CASA on Volunteers. www.casanel.org/program-management/volunteer-manage
- National Centre for Volunteer UK. www.volunteering.org.uk
- Project America (Volunteers). www.project.org/guide/volman.html
- Volunteer Management Resources. www.vaonline.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.

**AHR2404 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** By the end of this unit of study, students will:
- Understand the theory and philosophy of community development;
- Understand the strategies used in community development projects;
- Have an appreciation and respect for marginalised and diverse groups of people in society;
- Be able to 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%.

**AHR3025 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%.

**AHR3501 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 By the end of this unit of study, students will:
• Be familiar with the range of legal responsibilities in a variety of recreation settings;
• Understand the implications of the law in a range of recreation settings;
• Be able to minimise risk and manage the 'duty of care' in recreation settings.

Required Reading Collection of papers and cases prepared by lecturers.


Class Contact Equivalent to three hours per week.

Assessment Mid-semester test 15%; Major essay (1500 words) 30%; Small group tutorial project: legal issues in recreation 20%; Examination 35%.

AHR3502 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 By the end of this unit of study, students will:
• Have developed, analysed and reviewed existing recreation planning projects;
• Understand a range of planning techniques and be able to apply them to a recreation planning and policy context;
• Be able to interpret and explain government policy as it relates to recreation planning.


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 consultation; management plans; policy development; and feasibility studies.

AHR3503 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 By the end of this unit of study, students will demonstrate:
• An understanding of the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
• An understanding of the impact of the shifting demographic trends on the aged population within Australia;
• An understanding of the diverse needs and interests of this population;
• An understanding of the leisure constraints and barriers faced by older adults; Knowledge of resources available to the aged community at the local, state and national level;
• Knowledge of the sociological, psychological and physiological characteristics of the aged;
• The ability to plan, develop, implement and evaluate recreation opportunities for older adults.


Class Contact Equivalent to three hours per week.

Assessment Individual written assignment (1500 words) 33%; Quizzes 34%; Work integrated learning 33%.

AHR3504 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 of funds; setting fees and charges; capital project planning; cash flow management; financial statement analysis; and financial control and performance indicators.

Learning Outcomes After successful completion of the unit of study students will be expected to:
• Demonstrate an ability to establish recreation budgets for recreation activities and overall programs;
• Have an understanding of financial management principles and be able to apply the principles in a recreation setting;
• Demonstrate an ability to 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;
• Be able to identify key performance indicators that relate to the recreation activities and programs.

Required Reading A Case Study Manual will be available through the Bookshop.


Crompton, JL 1987, Doing more with less in parks and recreation services, Venture Publishing, State College PA. Edginton, C & Williams, JG 1978, Productive management of leisure service organisations, Wiley, New York. Elliott, J & Elliott, J 1991, 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.

SCHOOL OF HUMAN MOVEMENT, RECREATION AND PERFORMANCE
Assessment Activity budget 30%; Funding application: team project 15%; Program budget 30%; Cash flow analysis 25%.

AHR3601 GRADUATING PROJECT
Campus Footscray Park and Melton
Prerequisite(s) Nil
Content This unit of study will include: current and emerging issues facing recreation; social and political contexts of the provision of recreation; professionalism in recreation; professional recreation organisations; managing change; continuous professional development; continuing professional development (keeping professional journals); the research and development cycle; and professional presentation of research and development.
Learning Outcomes By the end of this unit of study, students will:
• Understand the roles of recreation organisations and associations and their recreating clients in current and emerging social and political contexts;
• Appreciate the functions of professional recreation leaders and managers, the recreation profession and professional recreation associations;
• Have adopted a set of professional positions based on sound rationales on various challenging social and recreation issues;
• Have developed their skills in the creative application and integration of ideas that will enhance the professional standing of individuals and the recreation industry;
• Be able to maintain a sense of commitment to the development of the recreation profession.
Recommended Reading A collection of journal articles and references related to the projects will be developed early each semester.
Class Contact Equivalent to three hours per week including two-hour workshops.
Assessment Individual essay (1500 words) 35%; Small group presentation of research and development project 35%; Contributions to web-based discussions 30%.

AHR3602 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 By the end of this unit of study, students will:
• Have acquired better self-understanding in order to select a career within the recreation industry that matches their interests, competencies and perceived abilities, personality and career values
• Be able to create a personal, focused, skill-based, achievement oriented resume;
• Have established a previously unknown contact in the recreation industry and conducted an information interview in order to better understand a recreation job that they are interested in finding more about; and established an ongoing mentoring relationship;
• Have completed a 175-hour placement in the recreation industry where they have developed competencies, achievements and networks.
Required Reading Recreation Career Development Manual developed by HMRP staff. Recreation Career Placement Report Writing Guidelines developed by HMRP staff.
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; A5 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 from 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/helping theories, models and practice; use of counselling/helping role and facilitation of the recreation professional to impact on the individual, group and organisation; counselling/helping techniques, action strategies and skills; group dynamics: expanding the potential of the individual through the role of group dynamics behaviour, group processes and therapeutic value; role of the recreation professional in relation to counselling/helping, facilitation, advocacy, resource indicator, helper; values clarification: professional, personal and social; leisure education context; 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 By the end of this unit of study, students will:
• Be conversant with the theories and concepts, plus principles and practice of leisure education and leisure counselling as it applies to the recreation setting;
• Be competent in applying appropriate leisure education and leisure counselling concepts, strategies, skills and helping processes and practice to the work environment as a recreation practitioner;
• Be competent in developing a leisure education and leisure counselling process and program that meets the needs of the client base involved in the recreation setting;
• Be able to 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;
• Be able to evaluate the practice of leisure education and leisure counselling in the recreation context.

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.

AHR3604 RECREATION FACILITY MANAGEMENT

Campus Footscray Park

Prerequisite(s) Nil

Content The following topics will be the focus for the unit content: overview of recreation facility management; recreation facility feasibility and planning; organisation structures for recreation facilities; programs and services for recreation facilities; programming facilities for specific populations; facility staff management; financial management of facilities; marketing recreation facilities; evaluation of recreation facility programs and services; risk management in recreation facility management; legal issues in recreation facility management; maintenance strategies for recreation facilities; and re-development/refurbishment of recreation facilities.

Learning Outcomes By the end of this unit of study, students will:
- Be able to develop a feasibility study for the development of a recreation facility or recreation program;
- Be able to assess facility management systems in various settings;
- Be able to design and implement management strategies in a recreation venue;
- Have insights into contemporary issues regarding the management and maintenance of recreation facilities in Australia.

Required Reading Daly, J 2001, Recreation and sport planning and design: a guidelines manual, South Australia Office for Recreation and Sport, Adelaide.


Journals The following Journals will provide contemporary analysis:

- Journal of Leisure Research, National Recreation and Park Association (USA). The Leisure Manager, Institute of Leisure and Amenity Management (UK).

Class Contact Equivalent to three hours per week.

Assessment Case study review (1500 words) 40%; Syndicate project (up to 1000 words per person) (Management strategy development of VU Pool and Fitness Centre or similar setting) report and presentation 35%; Examination 25%.

AHR4342 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 research project and present a formal written thesis. The student should be able to generally display the resourcefulness and academic rigour required of an independent researcher. More specifically, the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

Learning Outcomes By the end of this unit of study, students will have:
- Developed and used the skills necessary to conduct a research project;
- Developed the skills needed to 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 her/his assessment of the thesis: pass (with an appropriate letter grade) without further examination; pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; or fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHS0050 SPORT AND GLOBALISATION

Campus Footscray Park and Sunbury

Prerequisite(s) Nil

Content This unit of study begins with a detailed analysis of globalisation and the way in which it affects the international flow of
both material and cultural 'products'. Special attention will be directed to the ways in which the global communication systems impact on local sport communities, and the responses they make. The sport federations studied will include the IOC, FIFA, FINA, ITF, and the IAAF. The professional sport leagues studied will include: the Premier Soccer League in England; the European Champions League; and in America, the NFL, NFL, NBL, and MLB. The sport circuits studied include: Formula 1 Grand Prix; the Motor Cycle Grand Prix; tennis; and track and field. The mega-event cases will focus on rugby and soccer. The unit ends with an examination of the ways in which Australian sport can link into the global sport network, and how these links can assist Australian sport development.

Required Reading

Recommended Reading

Class Contact
This unit of study comprises two one-hour lectures and one one-hour tutorial. It occupies a thirteen-week semester.

Assessment Assessment
Includes: A major project that examines a major international sport, federation, league, circuit or event 50%; Tutorials and participation involving presentation and group leadership 30%; Issues paper that examines the background to a problematic feature of international sport 20%.

AHS0051 MANAGING SPORT FUTURES
Campus Sunbury and Footscray Park
Prerequisite(s) AHS3112 Sport Venue and Stadium Administration or equivalent.

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; cybersport; virtual fitness; virtual billboards and post-electronic robotics; e-commerce for sport retailing; multimedia; interactivity; digital advertising; artificial intelligence; and the challenge of new disabilities. Finally, practices for managing the postmodern scene will be developed for athletes, spectators, coaches and others working and playing in the postmodern sport arena.

Required Reading
Rail, G 1998, Sport and post-modern times, SUNY, New York.

Recommended Reading

Class Contact
This unit comprises two one-hour lectures and one one-hour tutorial. It occupies a thirteen-week semester.

Assessment Assessment
will include: A major project 50%; Participation in workshop activities 30%; Submission of issues paper 20%.

AHS0052 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 tourism planning is placed in historical context. A special focus in 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.

Required Reading

Recommended Reading

Class Contact
This 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 presentation 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
By the end of this unit of study, students will be able to:
- Identify key trends in global sport management;
- Understand the emerging skill requirements in the commercial and community sport sector;
- 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.

Required Reading

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field visits: 10 hours.

Assessment 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 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.

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; the economics of gambling and betting; match fixing; and bribery and corruption in sport. Special attention is given to gambling and gambling as a major factor in Australian sport.

Learning Outcomes
By the end of this unit of study, students will:
- Display an understanding of the development of gambling and gaming as a major factor in Australian sport;
- Be able to critically discuss and research (with a particular emphasis on ethnography) aspects of sport, gambling and gaming in an Australian context (ie. communicate effectively as a...


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.

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 emergencies. 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 By the end of this unit of study, 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;
- Fulfill professional lifeguard duties including the overseeing of safety and emergency procedures within an aquatic leisure facility;
- Be able to explain how different political ideologies influence sport within a sport and recreation context;
- Be able to identify the benefits that may arise from government involvement in sport;
- Be able to explain how different political ideologies influence sport policy;
- Be able to provide a detailed history of Commonwealth Government sport policy;
- Be able to critically review current Commonwealth Government sport policy, particularly the balance between elite and community sport development;
- Have knowledge of the ways in which Commonwealth policies connect with state and local government sport policies;
- Be able to 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 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%.

Placement 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.

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 By the end of this unit of study, students will:

- Understand how government policy is formulated and implemented within a sport and recreation context;
- Be able to identify the benefits that may arise from government involvement in sport;
- Be able to provide a detailed history of Commonwealth Government sport policy;
- Be able to critically review current Commonwealth Government sport policy, particularly the balance between elite and community sport development;
- Have knowledge of the ways in which Commonwealth policies connect with state and local government sport policies;
- Be able to 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%.

Placement 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.


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 By the end of this unit of study, students will:

- Understand the origins, development and diffusion of various football codes;
- Be able to 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.

AHS0131 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 By the end of this unit of study, 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.


AHS0134 INCLUSIVE RECREATION STRATEGIES
Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study will provide students with an overview of strategies and techniques that can be used to create inclusive recreation opportunities and environments. It will include: an overview of contemporary inclusive practices; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments. It will present students with the opportunities to utilise the skills they have acquired in Recreation Activity Leadership and Sport and Recreation Programming. The unit will be a complementary unit to Disability Awareness, Community Development, Ageing and Leisure and Children and Youth Recreation as well as build upon the knowledge, skills and abilities acquired from these units.

Learning Outcomes By the end of this unit of study, students will:

- 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;
- Be able to develop, implement and evaluate inclusive recreation activities and experiences;
- Be able to apply key inclusive recreation practices;
- Be able to express personal and professional philosophies for the provision of inclusive recreation.

Required Reading Patterson, I & Taylor, T (eds) 2001, Celebrating inclusion and diversity in leisure, HM Leisure Planning, Williamstown, Victoria.


Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; 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 and individual and group projects.

AHS0141 BUSHWALKING LEADERSHIP
Campus Footscray Park.

Prerequisite(s) Nil.

Corequisite(s) AE0080 Theories of Outdoor Education or AHS1100 Introduction to Sport and 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. 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 By the end of this unit of study, students will be able to:

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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
Victorian Bushwalking and Mountaineer Leadership Training Advisory Board 2002, Bushwalking and mountaineer leadership, Department of Sport and Recreation, Melbourne.

Recommended Reading

Class Contact
Lectures: 12 X 1 hour; Tutorials: 12 X 3 hours; Camp-based: 200 hours.

Assessment
Practical skills and fieldwork (WIL) (1500 words) 50%. 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.

Placement
Students spend considerable periods of time in the field. Due to the risk involved with this activity, a process closely equivalent to WIL is completed whilst in the field with fellow students representing clients and/or group participants.

Learning Outcomes
By the end of this unit of study, students will be able to:
- Appreciate the theoretical, educational, environmental and recreational outcomes of bushwalking and bushwalking instructional techniques to ensure safe outcomes.
- Identify potential hazards in bushwalking 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 bushwalking activities;
- Demonstrate the required skills to assist in the successful facilitation of bushwalking experiences, with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.

Required Reading

Recommended Reading

Class Contact
Lectures: 12 X 1 hour; Tutorials: 12 X 3 hours; Field trips: 168 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 rock climbing 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.

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 complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop a comprehensive knowledge of snorkelling techniques, dive planning and group management, dive site assessments, dive leadership and legal and safety issues. At the completion of the unit students will be provided with the opportunity to obtain an industry-recognised Snorkel Instructor Award. This will enable students to instruct snorkelling to a diverse range of groups. Previous basic snorkelling experience is required.

Learning Outcomes
By the end of this unit of study, 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;
- Through an understanding of risk management theory and practice, identify risks, and implement effective strategies to manage those risks;
- 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
Recommended 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 maintenance 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**

By the end of this unit of study, students will:

- Understand the role of river and coastal parks and 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;
- Have acquired basic skills necessary to manage parks and park systems;
- Be able to 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.

**AHS0242 THEORY AND INSTRUCTION OF RIVER CRAFT**

**Campus** Foottscray Park.

**Prerequisite(s)** Nil.

**Corequisite(s)** AEB0080 Theories of Outdoor Education or AHS1100 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**

By the end of this unit of study, students will:

- 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;
- Through exploration of risk management theory and practice, understand the safety issues and risk management of aquatic environments;
- Be able to apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
- Facilitate and teach specific Learning Outcomes for diverse groups;
- Have gained an appreciation of 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 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 (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.

**AHS0246 THEORY AND APPLICATION OF SKI TOURING**

**Campus** Foottscray Park.

**Prerequisite(s)**

AHS141 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**

By the end of this unit of study, students will:

- Demonstrate a theoretical and practical knowledge of alpine environments and the skills required to travel and camp safely in remote locations;
- Through an exploration of leadership and group management theory, demonstrate strategies to manage and lead groups in remote and extreme environments;
- Be able to 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.

**Required Reading**


**Recommended Reading**


**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 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.

**AHS0247 THEORY AND PRACTICE OF ACTIVITY BASED COASTAL INTERPRETATION**

**Campus** Foottscray Park.

**Prerequisite(s)** Nil.

**Corequisite(s)** AEB0080 Theories of Outdoor Education or AHS1100 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**

By the end of this unit of study, students will:

- 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;
- Through exploration of risk management theory and practice, understand the safety issues and risk management of aquatic environments;
- Be able to apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
- Facilitate and teach specific Learning Outcomes for diverse groups;
- Have gained an appreciation of 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 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 (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.
Due to the risk involved with this activity, students' work is integrated through the following activities:

- Be able to plan, implement and instruct coastal experiences for a variety of specific populations, including primary and secondary school students and community groups;
- Be able to demonstrate appropriate instructional skills through an exploration of instructional techniques and theories;
- Have an appreciation of the flora and fauna of the coastal environment, environmental issues and minimal impact practices required to ensure sustainability;
- Through an understanding of risk management theory and practice, be able to identify risks, and implement effective strategies to manage risk;
- 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 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 mountain biking experience. Written assignments/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.

**AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING**

**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 complies with industry standards and requirements as established by the Outdoor National 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**

By the end of this unit of study, students will be able to:

- Apply skills in the selection and facilitation of adventure-based learning activities;
- Utilise specific leadership theories and techniques in adventure-based learning;
- Utilise debriefing, transference and processing theories and skills;
- Appropriately apply the processes and theories of providing feedback;
- Conduct a needs assessment for successful adventure-based program design;
- Employ techniques in managing group safety during activity participation.

**Required Reading**


**Recommended Reading**


**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 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.
AH05283 FIELD EXPERIENCE
AH72783 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.

AH0441 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%.

AH1012 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
By the end of this unit of study, 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.

Recommended Reading

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.

AH1013 OUTDOOR SAFETY SKILLS
Campus Footscray Park.
Prerequisite(s) Nil.
Corequisite(s) AEB0080 Theories of Outdoor Education or AH1100 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
By the end of this unit of study, 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.

Required Reading

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.

AH1015 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
By the end of this unit of study, students will:
- Be able to further explore, through analysis, their personal relationship with urban and non-urban environments;
- Be able to further explore, through analysis, the broad human relationships with urban and non-urban environments;
- Have developed skills and techniques to investigate ecological relationships within different environments;
- Be able to apply their understandings of environmental interpretation in practical situations;
- Have developed an understanding of different ecological cycles.

Required Reading
Current articles as specified by the lecturer.

Recommended Reading

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. (WIL equivalent). 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.

AH1016 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**

By the end of this unit of study, students will:
- Be able to explore, evaluate and implement different styles of leadership and develop strategies for effective leadership and teaching;
- Have increased their understanding of their own identity, personal strengths and weaknesses in relation to leadership issues;
- Have explored theories of group management and group dynamics within the outdoor environment and developed more confidence in managing group communication, interaction and conflict resolution;
- Have developed a range of leadership approaches to crisis management;
- Be able to apply experiential learning theory;
- Understand how to develop appropriate programs for the diverse needs of clients such as youth at risk.

**Required Reading**


**Recommended Reading**


**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 sell 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.

**AH0117 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS**

**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 will introduce students to outdoor recreation/adventure tourism, 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**

By the end of this unit of study, 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.

**Required Reading**


**Recommended Reading**


**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%.

**AH0118 EXPEDITION LEADERSHIP**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Corequisite(s)** AHS1016 Leadership in the Outdoors or AHS0141 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**

By the end of this unit of study, students will:
- Understand the theories and purposes of expeditions;
- Be able to demonstrate planning and leadership skills for an expedition;
- Have the knowledge to safely implement an appropriate risk management plan for an expedition;
- Be able to complete an expedition of a minimum of eight days duration;
- Have the necessary skills to review, reflect and analyse the Learning Outcomes of the expedition;
- Be able to report on an expedition and its outcomes to their peers.

**Required Reading**


**Recommended Reading**


**Class Contact**

Lectures: 12 X 1 hour; Tutorials: 12 X 3 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.

**AH0119 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY**

**Campus** Footscray Park.

**Corequisite(s)** AEB0080 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**

By the end of this unit of study, students will:
- Understand philosophical perspectives relating to outdoor and environmental education;
- Have the skills to construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors;
- Be able to address issues relating to society and the environment in a socially critical manner;
- Understand current ethical issues in outdoor education/recreation;
- Be able to 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 an outdoor setting. 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 an understanding of current political issues in the field.

Learning Outcomes By the end of this unit of study, 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;
- Have the skills to locate credible references and use this information to write a report about a contemporary sport or recreation issue;
- Be able to 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 Issues report. 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 Placement setting of their choice.[WIL]) (1000 words per student) 25%; Tests: to include 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 By the end of this unit of study, 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;
- Have knowledge of various settings for the delivery of recreation to diverse populations;
- Have the skills necessary to identify potential community resources that may be of assistance in working with diverse populations;
- Understand the concepts of inclusion, integration, mainstreaming and normalisation;
- Be able to 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, M 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 (eg. wordprocessing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.

Learning Outcomes By the end of this unit of study, students will:
- Understand the basic components and processes of computer technology;
- Be able to use computer file management processes;
- Be able to use wordprocessing to produce documents appropriate to the sport and recreation industry;
- Understand the application of database management programs to store information;
- Be able to apply presentation programs to develop presentation slides;
- Be able to use computer-based communication systems to distribute and gather information;
- Understand the impact of computer technology on modern life including recreation.

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 By the end of this unit of study, 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;
- Have knowledge of various settings for the delivery of recreation to diverse populations;
- Have the skills necessary to identify potential community resources that may be of assistance in working with diverse populations;
- Understand the concepts of inclusion, integration, mainstreaming and normalisation;
- Be able to demonstrate specific recreation skills, abilities and knowledge that may be utilised in working with diverse populations.

Required Reading ASC 2001, Give it a go: including people with disabilities in sport and physical activity, Australian Sports Commission, Belconnen, ACT. Austin, D & Crawford, M 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.
Required Reading Manuals and help systems of Microsoft Office programs.


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 (eg. 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.

AHS1103 RECREATION AND SPORT FOR CHILDREN AND YOUTH

Campus Footscray Park.

Prerequisite(s) Nil.

Content This unit of study provides students with skills that are important for recreation and sport leaders and administrators. For example, students will learn how to use demographic information to target specific age groups for programming. In addition, they will learn about the developmental milestones for each age group and issues that are relevant in regards to programming. Finally, they will examine different approaches to programming and learn how they are beneficial to the various age groups. This unit builds on the ideas that were presented in Introduction to Recreation, Programming in Recreation, Leadership in Recreation and Human Resource Management in Recreation. This unit provides students with skills to develop programs and initiatives that meet the changing needs of young people and the society at large.

Learning Outcomes By the end of this unit of study, students will:

- Understand current issues relating to programming for children and young people;
- Be able to appreciate the value of inclusive programming;
- Have the skills to demonstrate clear strategies for achieving inclusive programming;
- Understand different program structures that can be employed in working with children and young people;
- Understand the ethical and moral considerations involved in working with children and young people.

Required Reading Witt, PA & Caldwell, LL 2005, Recreation and youth development, Venture, State College, PA. Reading Packet available at the bookstore. A selection of tutorial readings and internet searches will also be prescribed.

Recommended Reading Any Child Development text book.

Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 3 hours.

Assessment Child development case study individual assignment (1000 words) 20%; Program observation reports (WIL) partner assignment (1500 words) 35%; Programming paper and presentation partner assignment (1000 words) 25%; Final examination (500 words) 20%.

Placement WIL: Program observation reports partner assignment 35%.

The purpose of this assessment is for students to learn how to assess recreation programs for children or youth through observation and to use the information gained in order to make recommendations for improving and/or changing a program. Each pair of students will select a recreation or sport program that services a group of children between the ages of birth to 15 years. They will contact the director of the program to obtain written permission to observe the program in action for approximately 45-60 minutes on a specific day. Together they will write one report summarising the main features of the program and comparing what has been seen with what is stated in the literature regarding the recreation needs of children in that age group. A copy of this report will be returned to the program director who granted permission for the observation.

AHS1106 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; activity leadership guidelines; cultural, age and gender factors; and introduction to dance, drama, music, low-organised games, social recreation, recreational sport, art and craft, nature and outdoor adventure activities.

Learning Outcomes By the end of this unit of study, students will:

- Appreciate relevant concepts, theories and applications of leadership in the recreation setting;
- Be able to determine appropriate leadership styles to apply to different recreation contexts;
- Have an extensive repertoire of recreation activities;
- Understand the outcomes and benefits associated with various activities;
- Be able to apply activity-planning techniques;
- Have the knowledge to lead activities in a variety of settings for a diverse range of participants;
- Be able to create their own recreation activities;
- Be able to demonstrate enthusiastic commitment to activity delivery;
- Have the skills necessary to evaluate recreation activity leadership.


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.

AHS1107 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 management, 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 By the end of this unit of study, students will:

- 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;
- Be able to explain and evaluate some of the key sociological and sport and leisure concepts and theories;
- Have the knowledge to apply the concepts, theories and ideas introduced in this unit to interpret and critically analyse the inter-relationships of society, sport and leisure;
- Be able to 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 Coakley, 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.


Class Contact Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour for one semester.
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 By the end of this unit of study, students will:

- Have an understanding of the origins of Australian sport;
- Have an understanding of the development of sport as a major factor in Australian life;
- Be able to critically use and analyse primary documents in the field of sports history;
- Be able to critically discuss and research aspects of sport in an Australian context;
- Be able to bring historical knowledge to bear upon the understanding of current issues associated with sport.


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%; Turning points research paper (2200 words) 39%; Final examination (2 hours) (1000 words) 36%.

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 the second part of the unit, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

Learning Outcomes By the end of this unit of study, students will:

- Have an understanding of the origins of Australian sport;
- Have an understanding of the development of sport as a major factor in Australian life;
- Be able to critically use and analyse primary documents in the field of sports history;
- Be able to critically discuss and research aspects of sport in an Australian context;
- Be able to bring historical knowledge to bear upon the understanding of current issues associated with sport.


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%; Turning 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 By the end of this unit of study, students will be able to:

- Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport organisations;
- Explain why sound financial management and planning is fundamental to the effective management of sport organisations;
- Explain the difference between financial management and financial planning in a sport context;
- Understand the principles of double entry book-keeping;
- Explain what a balance sheet does and how it gets constructed;
- Identify the core features of an income and expenditure statement;
- Explain the function of a cash flow statement and what it is used for;
- Measure the profitability of sport organisations;
- Measure the ‘liquidity’ of sport organisations;
- Calculate levels of debt dependency of sport organisations;
- Calculate the wealth and net worth of sport organisations;
- Diagnose the financial health of sport clubs and associations;
- Explain the importance of sound financial planning and budgeting;
- Construct an operating budget for a sport event or project;
- Use break-even analysis to assist the budgeting process;
- Develop strategies for containing costs of sport events and projects;
- Use pricing strategies to broaden the revenue base and attract users, members and fans.

Required Reading Stewart, N 2006, Sport funding and finance, Elsevier, Boston.


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 By the end of this unit of study, students will be able to:

- Understand the distinction between sport organisations and the sport industry;
- Identify, analyse and discuss the various areas of organisation management in the sport industry;
- Identify, analyse and discuss the sport management environment;
- Identify, analyse and discuss the fundamental principles of sport management;
- Identify, analyse and discuss the future challenges facing sport management organisations;
- Demonstrate understanding of the various areas of organisational management by designing a sport organisation.


Class Contact 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.


**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** By the end of this unit of study, 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**

**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 (1200 words) 40%.

**Placement** Strategic planning individual activity (WIL). The purpose of this project is for students to identify a strategic plan from a selected sport or recreation organisation and analyse the five stages that exist. In tutorial groups, students will discuss the range of strategic plans they have located from sport and recreation organisations, cross reference these with the theoretical concepts of a strategic plan and note possible improvements to the selected organisation’s plan.

**AHS1202 RECREATION PROGRAMMING**

**Campus** Footscray Park.

**Prerequisite(s)** Recreation Activity Leadership.

**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 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** By the end of this unit of study, 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 DeGraaf, DG, Jordan, DJ & DeGraaf, 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) 30%; 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 1**

**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** By the end of this unit of study, 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;
- Be familiar with all aspects of the work integrated learning contract system and complete all contractual arrangements necessary to establish a 70-hour career placement;
- Be aware of 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;
- Be able to access the hidden sport and recreation job market;
- Have prepared an up-to-date skill/achievement-focused resume;
- Be able to apply job-hunting skills to secure a 70-hour sport and recreation career placement of the students’ choice;
- While on placement, 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 Symons (et al) 2000, Careers in sport, Victoria University Publication, Melbourne.


Assessment Information interview (500 words) 20%; Personal resume (750 words) 20%; Holland Self-Directed Search assessment (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.

AH51218 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 By the end of this unit of study, students will:
- Understand and explain the economic foundations of sport;
- Identify and differentiate the markets for sport and the Australian sports market;
- Be able to use sport stakeholder theories to identify and analyse different stakeholder groups of a sport organisation;
- Be able to measure sport organisation performance;
- 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.


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%.

AH51221 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 practise job interview 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 By the end of this unit of study, students will have:
- Been introduced to the field of Career and Professional Development (CPD);
- Been introduced to (or reinforced prior knowledge of) online learning and communication techniques;
- Developed their oral presentation and evaluation skills;
- Had practical professional experiences in sport;
- Developed essential skills for a changing workplace.


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%.

AH51211 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 By the end of this unit of study, students will:
- Be able to apply sponsorship concepts in the management and delivery of sport services;
- Appreciate the process associated with sponsorship packaging;
- Be able to design strategies to understand sponsorship organisations;
- Be able to apply the concepts relating to sponsorship deals;
- Be able to manage the elements of the sponsorship deal;
- Understand the development, implementation and evaluation of a sponsorship plan;
- Be able to apply control and monitoring (evaluation) systems;
- Be able to consider how innovative sponsorship efforts lead to renewing and long-term sponsorship contracts.

introduce students to the principles and practices of project and competency base in the field of event management; and to introduce students to a range of events and increase their knowledge.

**Content**

**Prerequisite(s)** Nil.


**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** By the end of this unit of study, 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;
- Have gained knowledge through experience of professionalism in the event management field;
- Have the knowledge to apply effective communication, teamwork and relationship building with the main event stakeholders;
- Be able to critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final report;
- Be able to 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 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** By the end of this unit of study, 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**

- **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 all areas of leisure management. Understanding of these areas draws upon perspectives.
developed in foundation disciplines including Social Psychology of Recreation.

**Learning Outcomes** By the end of this unit of study, 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;
- Be able to 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;
- Have the necessary skills to interpret and evaluate leisure behaviours and their associated beliefs and feelings, from psychological perspectives;
- Appreciate the importance of psychological perspectives in understanding and interpreting leisure behaviours;
- Advocate the benefits of quality leisure for personal development.


**Class Contact** Lectures: 12 X 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.

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**AH82400 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 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** By the end of this unit of study, students will:
- Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services;
- Understand the use of output from an evaluation project;
- Appreciate and respect marginalised and diverse groups of people in society;
- Be able to apply the processes of group dynamics and collaboration.


**Recommended Reading** Additional reading will be provided by the lecturer.

**Class Contact** Workshops: 12 X 3 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** WIL: 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.

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**AH82405 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** By the end of this unit of study, students will:
- Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services;
- Be able to select and design basic research methods (quantitative and qualitative) appropriate to particular sport or leisure service research and evaluation problems;
- Have the skills to analyse numerical and verbal information to reach research and evaluative conclusions;
- Be able to 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 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.
End-of semester examination (90 minutes) (700 words) 30%. For example, analyse the qualitative comments regarding the Aquatic and Fitness Centre at Footscray Park Campus. Qualitative coding (strengths, weaknesses, opportunities, threats, method, report).
Placement Assessment: Items 2 and 3 will require students to work with sport and recreation organisations such as the VU Aquatic and Fitnes 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; Medico-legal issues: discrimination (general, racial, gender, pregnancy), injuries and liability, negligence, transmission of disease and the use of drugs in sport; the financial obligations of athletes, employers and organisations; negligence, Trade Practices Act, taxation, advertising and sponsorship; intellectual property: copyright, trademarks, passing off, misleading and deceptive conduct; defamation: the protection of athletes' reputations.
Required Reading: To be advised by lecturer.
Class Contact: Three hours per week for one semester comprising one two-hour lecture/seminar and one one-hour tutorial.
Assessment: Two class tests (20% each) 40%; Assignment 40%; Class presentation 20%.

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 fixtureing for selected sports events. Students will cover 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: By the end of this unit of study, students will:
- Be able to demonstrate hands-on experience and competency development in event and project management;
- Have knowledge of the theories and application of event and sport event management, project management and effective teamwork principles;
- Have knowledge and experience of professionalism in the event management field;
- Have developed effective communication, team work and relationship building with the main stakeholders of events;
- Have the capacity to critically reflect on, evaluate and improve upon individual and team performance during the event management process;
- Have developed leadership skills, initiative and problem-solving in the event management process;
- Have an appreciation of all stages of the planning, operation and evaluation stages of event management;
- Have an appreciation of the variety of events as well as the resources available in the event management field.
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%.

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: planning the 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: By the end of this unit of study, students will:
- Have knowledge of general sport facility planning, designing and evaluation processes;
- Have knowledge of funding sources for facilities;
- Be able to apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities;
- Have knowledge of risk management and special issues in sport venue and facility management;
- Be able to apply knowledge and skills from other units such as marketing, financial management and human resource management to management of sporting facilities.
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%.

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: By the end of this unit of study, students will:

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By the end of this unit of study, students will:

• Be able to apply ethical thinking/problem-solving, as applied to professional practice;
• Have an understanding of policy formation, implementation, and what makes 'good' (i.e. effective and ethical) policy;
• Have an understanding of educational and consultative approaches to implementing ethical policy in sport;
• Have an understanding of 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;
• Have an understanding of the nature and significance of the relationship between the private individual and the public practice/management of sport;
• Have an understanding of the nature and significance of the relationship between the individual, the social practice and the institution of various sports;
• Have the ability to examine critically (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials and student presentations;
• Have the ability to mount and defend (in oral and written forms) their own well-reasoned positions with respect to the issues dealt with in the lectures/seminars.

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 one per week.
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 sporting and community venues and facilities. The unit draws on the Content in Sport and Recreation Management, Sport and Recreation Service Marketing and Human Resources in Sport and Recreation as a basis to address the issues and problems in Sport and Recreation Facility Management. The skills and knowledge students obtain in this unit will contribute to their sport and recreation career development. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry.

Learning Outcomes
By the end of this unit of study, 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

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
By the end of this unit of study, students will:

• Be provided with valuable practical experience in sport that can be recorded in their resume and discussed during future job interviews;
• Have enhanced their employability in the sports industry through experience gained, and skills developed, during a 175-hour field placement;
• Have further develop their network of sport industry contacts;
• Have reinforced or added to their prior knowledge of online learning and communication techniques.

Required Reading

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.

Learning Outcomes By the end of this unit of study, 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;
- Have the skills to measure the financial performance of sport and recreation organisations;
- Be able to explain the importance of sound financial planning and budgeting;
- Be able to construct an operating budget for a sport and recreation program;
- Be able to use break-even analysis to assist the budgeting process;
- Have the skills to develop strategies for containing costs of sport and recreation programs;
- Be able to 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.

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.

AH33503 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 (including sexual assault and child abuse), while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.

Learning Outcomes By the end of this unit of study, 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;
- Have the skills to measure the financial performance of sport and recreation organisations;
- Be able to explain the importance of sound financial planning and budgeting;
- Be able to construct an operating budget for a sport and recreation program;
- Be able to use break-even analysis to assist the budgeting process;
- Have the skills to develop strategies for containing costs of sport and recreation programs;
- Be able to 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.

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.

AH33503 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 (including sexual assault and child abuse), while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.

Learning Outcomes By the end of this unit of study, 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;
- Have the skills to measure the financial performance of sport and recreation organisations;
- Be able to explain the importance of sound financial planning and budgeting;
- Be able to construct an operating budget for a sport and recreation program;
- Be able to use break-even analysis to assist the budgeting process;
- Have the skills to develop strategies for containing costs of sport and recreation programs;
- Be able to 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.

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.

AH33503 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 (including sexual assault and child abuse), while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.

Learning Outcomes By the end of this unit of study, 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;
- Have the skills to measure the financial performance of sport and recreation organisations;
- Be able to explain the importance of sound financial planning and budgeting;
- Be able to construct an operating budget for a sport and recreation program;
- Be able to use break-even analysis to assist the budgeting process;
- Have the skills to develop strategies for containing costs of sport and recreation programs;
- Be able to use pricing strategies to broaden the revenue base for sport and recreation programs.
Learning Outcomes
By the end of this unit of study, students will:
- Be able to demonstrate their understanding of the concept of sustainability: the broad response to environmental degradation;
- Be able to demonstrate their understanding of the need for sustainable sport and recreation management in a carbon-constrained 21st century;
- Understand the fundamentals of climate change: its key concepts, implications for sport and recreation management, and strategies for sport or recreation management in a carbon-constrained 21st century;
- Have the skills to define, understand and apply principles and strategies for sustainable management to sport and recreation case studies;
- Be able to demonstrate their understanding of the concept of sustainability: the broad response to environmental degradation;
- Be able to demonstrate their understanding of the need for sustainable sport and recreation management in a carbon-constrained 21st century;
- Understand the fundamentals of climate change: its key concepts, implications for sport and recreation management, and strategies for sport or recreation management in a carbon-constrained 21st century;
- Have the skills to define, understand and apply principles and strategies for sustainable management to sport and recreation case studies;

Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Workshops (tutorials): 12 X 2 hours; Field work: 6 hours.

Assessment
Critical review of learning resources (500 words) 20%.
Students critically review specified learning resources related to emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management. Group research presentation (WIL) (500 words) 20%. Students (in pairs) research a sport or recreation organisation, critically evaluate its current practices for sustainability 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
By the end of this unit of study, students will:
- Be able to demonstrate their understanding of the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
- Have 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;
- Have knowledge of resources available to the aged community at the local, state and national levels;
- Have the ability to plan, develop and implement, and evaluate recreation opportunities and environments for older adults.

Required Reading
Recommended Reading

Class Contact
Lectures: 12 X 2 hours; Tutorials: 12 X 1 hour; Field work: 25 hours.

Assessment
Individual reminiscing project (WIL) (1000 words) 25%; Group programming project (WIL) (1000 words per student) 25%; Quizzes (1000 words) 50%.

Placement
Students will participate in work integrated learning activities that will comprise 50% of their assessment. They will be asked to demonstrate their competency in recreation program planning within the community setting and their ability to work with older adults on a one-on-one basis.

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 focused on a career outcome on completion of the unit.

Learning Outcomes
By the end of this unit of study, students will:
- Using Knowlde’s Motivated Skills and Values Card Sort, be able to identify work skills they are motivated to use and establish their top eight personal career values;
- Using the outcomes from two simple personality tests, describe verbally, and in writing, their personality;
- Be able to analyse their personality to make a recommendation for their first career and design a career action plan to achieve their career goals;
• Have the skills to present a refined personal, focused, skill-based, achievement orientated resume;
• Be able to 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;
• Be able to negotiate and establish a work contract with a host organisation;
• Have completed a 175-hour placement in the sport and recreation industry in order to develop competencies, achievements and networks;
• Have provided a comprehensive business report based on the 175-hour placement.

**Required Reading**

**Recommended Reading**

**Class Contact**
Workshops: 12 hours; Field work: 175 hours.

**Assessment**
Completed workbook activities (1000 words) 30%; Interview technique (O3) 20%; Report on CPD placement (WIL) (5000 words) 50%.

**Placement**
Students will approach an organisation of their personal career choice and arrange to complete 175 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 consultation with their workplace supervisor. After completion of the 175 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 attributes evaluated as well as evaluating their own performance and the workplace. The report will also contain an appendix containing all resources developed and sourced while on placement.

**AH54031 HONOURS THESIS (FULL-TIME)**
Campus Sunbury

**Prerequisite(s)**
• Bachelor of Arts (Sport Administration); or Bachelor of Business (Event Management); or Bachelor of Business (Management); or Bachelor of Sports (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**
By the end of this unit of study, students will:
• 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;
• Be able to demonstrate the academic rigour to design, carry out and evaluate a Sports Administration related research project.

**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 research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

**Assessment**
The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit to corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed. An additional requirement of the unit is that the student must make at least two oral presentations to members of the Sport Management and Policy Division throughout the duration of their honours year on topics related to their thesis.

**AH54032 HONOURS THESIS (PART-TIME)**
Campus Sunbury

**Prerequisite(s)**
• Bachelor of Arts (Sport Administration); or Bachelor of Arts (Sport Administration)/Bachelor of Business (Management); or Bachelor of Arts (Sport Administration)/Bachelor of Business (Marketing); or Bachelor of Arts (Sport Administration)/Bachelor of 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 and recreation 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**
By the end of this unit of study, students will:
• 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;
• Be able to demonstrate the academic rigour to design, carry out and evaluate a Sports Administration related research project.

**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 research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

**Assessment**
The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit to corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed. An additional requirement of the unit is that the student must make at least two oral presentations to members of the Sport Management and Policy Division throughout the duration of their honours year on topics related to their thesis.

**AH57045 SPORT AND THE MEDIA**
Campus Sunbury.

**Prerequisite(s)**
Nil.

**Content**
In this unit of study students will gain an understanding of how the media operates within Australian society generally and within sporting contexts specifically. In particular, it examines the way in which
the media impacts on sporting clubs, leagues and associations. This unit also provides students with the requisite practical skills to ensure successful media management. The underlying theme of this unit is that sport and the media are engaged in a mutually interdependent relationship, in which each benefit from contact with the other.

**Learning Outcomes**
By the end of this unit of study, students will:
- Be critically aware of how the culture of a sport impacts upon its operation.
- Be able to diagnose the operation and performance of a sport organisation, event or league.
- Understand how the structure and organisation of sport impacts upon its operation.
- Understand how the culture of a sport impacts upon its operation.

**Required Reading**

**Recommended Reading**

**AH7055 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 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.

**Learning Outcomes**
By the end of this unit of study, students will:
- Be able to explain the organisation and operation of contemporary sport;
- Be able to identify the key cultural and commercial forces operating in contemporary sport;
- Be able to diagnose the operation and performance of a sport organisation, event or league;
- Understand how the structure and organisation of sport impacts upon its operation;
- Understand how the culture of a sport impacts upon its operation.

**Required Reading**

**Recommended Reading**

**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 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.

**AH7056 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**
By the end of this unit of study, 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 to 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**

**Recommended 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.

**AH7057 SPORT INDUSTRY RESEARCH PROJECT**
Campus Footscray Park.

**Prerequisite(s)**
Nil.

**Content**
The primary aim of this unit of study is to give students the skills to undertake scholarly research into a broad array of sport and recreation-related issues and problems. This aim will be achieved by taking students through a sequence of learning activities, culminating in the completion of a major research project. This unit of study builds upon earlier topics and skills acquired in the sport and recreation management course. It also addresses the ways in which research can be used to solve problems and provide the catalyst for change at both the policy and planning levels in sport and recreation.

**Learning Outcomes**
By the end of this unit of study, students will be able to:
- Explain the nature and purpose of scholarly research;
- Locate and review examples of sport-related research;
- Identify and articulate a research problem in the field of sport;
- Discuss different ways of tackling research problems;
- Design a research project;
- Review literature relevant to a research problem;
- Design a methodology for completing the research;
- Collect data using a variety of techniques;
- Compile and analyse the research data;
- Write a research report.

**Required Reading**
The Content of this unit of study will cover observation and
analysis of the link between tennis and its
neuromuscular systems and their role in strength, power, flexibility
and endurance; testing protocols for the tennis player; current
training, returning from injury, retirement.

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 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
At the 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
Howard, R, Smith, A, Westerbeek, H, Stewart, B & 
Nicholson, M 2006, Sport management: principles and applications,
Elesvier, London.

AHT3100 PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE
Campus Footscray Park
Prerequisite(s) Foundations of Sports Science; Nutrition
(SRS00A14A).

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
Wilmore, JH & Costill, DL 2004, Physiology of sport and

Recommended Reading
Renstrom, Per AFH (ed) 2002, Handbook of
sports medicine and science: tennis, Blackwell Publishing, Oxford and
and application to fitness and performance, 5th edn, McGraw-Hill,
Boston. Brooks, GA, Fahey, TD & White, TP 1996, Exercise
physiology: human bioenergetics and its application, 2nd edn, Mayfield
Publishing, Mountain View, California. 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 final mark, will be undertaken during
the end-of-semester written 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.
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.  
Required Reading  

Recommended Reading  
Hall, SJ 1995, Basic biomechanics, Mosby, StLouis.  
Specific readings will also be given for each lecture topic.  

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; procoception 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.  
Required Reading  
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.  
Required Reading  
To be advised by lecturer.  
Recommended Reading  
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 assisting established coaches working with junior players and playing against high performance junior players.  
Required Reading  
To be advised by lecturer.  
Recommended Reading  
To be advised by lecturer.  
Class Contact  
Six hours per week for one semester comprising three two-hour sessions of participation.  
Assessment  
Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40% each) 80%.  

AHT3300 INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)  
Campus Footscray Park  
Prerequisite(s) First Aid (SRXFAD001A/002A)  
Content  
The Content of this unit of study will cover: epidemiology of tennis injuries; injury risks in tennis strokes; musculo-skeletal examinations for tennis athletes; protective devices and equipment; taping and bracing techniques; sports first aid for the tennis player; the travelling player; roles of the medical profession in tennis; medical issues for specific populations (eg. females, children, veterans etc).  
Required Reading  
Pluim, BM & Safran, M 2004, From breakpoint to advantage, USRSA, Californina.  
Recommended Reading  
Petersen, C & Nittinger, N 2003, Fit to play tennis, Fit to Play Publishing, Vancouver.  
Specific readings will also be given for each lecture topic.  
Class Contact  
Two hours per week for one semester comprising lectures laboratories and tutorials.  
Assessment  
Mid-semester examination (1 hour); Practical examination; Final examination (2 hours).  

AHT3301 EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS  
Campus Footscray Park  
Prerequisite(s) Individualised training programs (SRSCOAO03A); Strength and Conditioning (SRSSAC001A).  
Content  
The Content of this unit of study will cover: trends in activity levels in tennis; exercise prescription methodology; screening and testing; periodisation for tennis; programming tennis for different populations (eg. veterans, females, children); tennis exercise programs (eg. tennis workout); exercise risks.  
Required Reading  
Specific readings will also be given for each lecture topic.  
Recommended Reading  
Rushall, BS & Pyke, FS 1990, Training for sports and fitness, Macmillan, Melbourne.  
Class Contact  
Three hours per week for one semester comprising one one-hour lecture and one two-hour laboratory/tutorial.  
Assessment  
End-of-semester exam (2 hours) 45%; Physical capacities analysis and report 25%; Periodised training program for a tennis athlete 30%.  

AHT3302 COMMUNICATION AND TEACHING TECHNIQUES  
Campus Footscray Park  
Prerequisite(s) Leadership (BSXFIM0502A); OHS (SRXOH0030A)  
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).  
Required Reading  
Bolton, R 1996, People skills, Simon and Schuster; Australia.  
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.
Recommended Reading Nil.

Class Contact Six hours per week for one semester comprising three two-hour sessions of participation.

Assessment Completion of ITN competency assessment at beginning and end of semester and a report detailing areas of personal improvement required and achieved 25%; Presentation of a video analysis on a junior player of choice (who the student has been working with) detailing the improvements in technique and playing ability over the semester 75%.

AHX0010 OLYMPIC STUDIES

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 By the end of this unit of study, students will be able to:
- Demonstrate their technical skills in various information technology areas, including the use of Web CT, Point of Entry, website-based research, etc.


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.

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%.

AHX5017 CARDIORESPRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study will include: cardiac pathophysiology and rehabilitation; ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; have a knowledge of metabolic/neurohormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemia, inflammation, infection control (including wound management) and haemostasis.

Learning Outcomes By the end of this unit of study students will:
- Have a knowledge of cardiac pathophysiology and rehabilitation: ischemia, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography;
- Have a knowledge of 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;
- Have a knowledge of metabolic/neurohormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemia, inflammation, infection control (including wound management) and haemostasis.

Required Reading Nil.

Class Contact Six hours per week for one semester comprising one two-hour 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.

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%.

AHX5017 CARDIRESOURCE AND METABOLIC PHYSIOLOGY FOR REHABILITATION

Campus Footscray Park

Prerequisite(s) Nil.

Content This unit of study will include: cardiac pathophysiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; have a knowledge of metabolic/neurohormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemia, inflammation, infection control (including wound management) and haemostasis.

Learning Outcomes By the end of this unit of study students will:
- Have a knowledge of cardiac pathophysiology and rehabilitation: ischemia, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography;
- Have a knowledge of 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;
- Have a knowledge of metabolic/neurohormonal conditions: obesity, diabetes, chronic fatigue syndrome, anaemia, inflammation, infection control (including wound management) and haemostasis.

Required Reading Nil.

Class Contact Six hours per week for one semester comprising one two-hour 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.

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%.

Recommended Reading
American College of Sports Medicine 1995, 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
By the end of this unit of study, students will:

• Be qualified 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.

AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION
Campus Footscray Park.

Prerequisite(s) Nil.

Corequisite(s) Nil.

Content
The theoretical component of this unit of study will provide students with general knowledge of the mechanical properties of biological materials and examine the biomechanical aspects of selected joints and the mechanics of movement applied to normal and pathological states. The practical part of the unit of study will provide students with knowledge of the biomechanical techniques used to assess human movement, with an emphasis on injured or disabled individuals, and practical skills that will enable students to assess muscular function. This will include the following topics: measurement and analysis of human gait; video analysis of human motion; anthropometry; foot pressure sensors and force platform analysis; recording and interpretation of electromyography (EMG) signals, and isometric dynamometry.

Learning Outcomes
By the end of this unit of study, students will:

• Have 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;
• Have knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals;
• Have developed practical skills necessary to assess muscular function.


**Class Contact** 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 (FJD) and the subsequent matching of workers’ FCEs to the physical demands of their job, as identified by the FJAs and FJDs. Students will simulate the application of these in the areas of work conditioning (for the job) and matching workers to jobs that they can manage in terms of physical capacity and skill (pre- or early-employment screening).

Environmental and occupational stressors that students will investigate include any combination of: cold and heat stress; repetitive movement over the course of a shift; vibration; awkward postures and positions; high loads; endurance demands; mental and psychological stressors. Issues around fatigue management and the minimisation of human error to prevent injury will be emphasised. Students will explore the role of exercise conditioning for manual process and office workers in managing risk factors (including lifestyle factors) and/or current or past injury or preventable illness. They will also practise the prescription of both individual and group work-orientated exercise programs involving workers in simulated or actual work tasks, mainly in healthy workers, but including those recovering from injury or lifestyle-related illness.


**Class Contact** Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).

**Assessment** Note: Core Graduate Attributes do not apply to postgraduate programs at this time. Literature review (2000-3000 words) 40%; Case report (1200 words each, excluding graphs, diagrams, tables, references) 30%; Laboratory skills and competencies 30%.

**AHX5041 FUNCTIONAL ANATOMY**

**Campus** City Flinders.

**Prerequisite(s)** Nil.

**Content** This unit of study Content will include: the physical properties of bone and collagenous tissues, arthrology, muscular system, an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, ankle foot complex; vertebral column, posture, locomotion, anatomy and performance.

**Learning Outcomes** By the end of this unit of study, students will:
• Have knowledge of the physical properties of bone and collagenous tissues, arthrology, muscular system, and an overview of the nervous system;
• Have knowledge of the functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, and ankle foot complex;
• Have knowledge of the vertebral column, posture, locomotion, anatomy and performance.


**Class Contact** Two hours of lectures and two hours of practical per week for one semester.

**Assessment** Final examination 60%; Ongoing assessment 10%; Flagrace (practical) exam 30%.

**AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION**

**Campus** Footscray Park.

**Prerequisite(s)** Nil.

**Content** This unit of study will include: mechanisms of injury and repair in skeletal muscle and other soft tissues, bones and joints; chronic pain management; low back pain; spinal surgeries including laminectomies; fusions, discectomies and pain management; arthritis: osteo, rheumatoid, gout, ankyllosing spondylitis; osteoporosis; stroke (cerebrovascular accident); musculo-skeletal deficits; knee and shoulder reconstructions; knee and hip replacements; detrimental effects of long term inactivity and obesity.

**Learning Outcomes** By the end of this unit of study, 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;
• Have acquired 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;
• Be able to gather knowledge of the indications and contraindications of exercise.


AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS

Campus Footscray Park.

Prerequisite(s) 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 By the end of this unit of study 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 stories, population-wide surveys, observational studies, randomized trials.


Recommended Reading To be advised by lecturer.

Class Contact Two hours of lectures and one hour of tutorials per week for one semester.

Assessment Four approved assignments of up to 1000 words or equivalent 25% each. Each will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

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.

Learning Outcomes By the end of this unit of study, students will:

- Have observed health professionals during the design, implementation and evaluation phases of exercise programs, and learned 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 By the end of this unit of study, students will:

- Have experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs;
- Have 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 as well as 140 hours of field contact (four weeks).

Assessment Written report 100%.

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 Written report 100%.

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 By the end of this unit of study, students will:
- Understand the applications and processes in rehabilitation;
- Understand the importance and influence of client-practitioner relationships in rehabilitation;
- Have practised and learned to use mental skills in applied settings;
- Have acquired in-depth knowledge of one aspect of psychology and rehabilitation.


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. Directed study supervisors are responsible for determining the 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.

AHX6030 MINOR THESIS (FULL-TIME)
Campus Footscray Park
Prerequisite(s) Research Design; AHX6020 Directed Study or equivalent.

Content The Minor Thesis unit of study builds on the development made in Research Design and AHX6020 Directed Study. Specifically, with the continued advice and guidance of the research supervisor, the student carries through the research protocol, which was developed and refined in the Research Design unit and which is illuminated by the exercises undertaken in the Directed Study unit. The student executes a study on an issue in physical education or sport. In some cases, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and 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 a written examination by these examiners, at the examiner's discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit with corrections to the satisfaction of the School's Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6035 MINOR THESIS (PART-TIME)
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 and which is illuminated by the exercises undertaken in the Directed Study unit. The student executes a study on an issue in physical education or sport. In some cases, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and 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 a written examination by these examiners, at the examiner's discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit with corrections to the satisfaction of the School's Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.

AHX6041 EXERCISE PRESCRIPTION FOR CARDORESPIRATORY 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, heart failure, hypertension; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anemias.

Learning Outcomes By the end of this unit of study, students will:
- Have knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular disease, heart failure and hypertension;
• Have knowledge of exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and respiratory tract infections.
• Have knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anemias.

Required Reading

Recommended Reading

Class Contact
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 Work Cover, TAC and private health fund clients; an introduction to occupational health and safety; referral systems for groups; management of mixed ability groups; monitoring and evaluation of rehabilitation programs.

Required Reading

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) 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.

Required Reading

Recommended Reading
To be advised by the clinical supervisor.

Class Contact
Twenty-week industry placement.

Assessment
Satisfactory/ Unsatisfactory.

AHX0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS
Campus City Flinders, Footscray Park and St Albans

Prerequisite(s) Nil

Content
The Content of 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 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 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 analyzing qualitative data.

Recommended Reading

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.

AHZ8110 RESEARCH THESIS (ARTS 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.

AHZ8200 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.
Below are details of courses offered by the School of Psychology in 2008. 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

**Course Description**

The changing nature of the workforce and demands on managers requires that they have a broader view and understanding of their roles. This has led to a demand for well trained managers with a range of skills who can manage high quality and appropriate staff, programs, training, and services to a cross-section of users.

The Bachelor of 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**

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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. *Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System—overall score of 6 and no individual band score less than 6.0.

BACHELOR OF PSYCHOLOGY (INTERPERSONAL & ORGANISATIONAL) (I)

Course Code ABPI

Campus St Albans

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

Course Objectives
The course will:
• develop generic interpersonal and organisational skills, 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

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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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this Handbook, and the VTAC Guide for details.

BACHELOR OF PSYCHOLOGY
Course Code ABPP
Campus Footscray Park
Course Description and Objectives
The Bachelor of Psychology Arts Stream is a three-year undergraduate course offered at the Footscray Park campus for those students who want to study psychology in combination with Arts related units of study, i.e. Communication Studies, Sociology, Political Science, Japanese, International Culture Studies, Vietnamese, Chinese, Asian Studies, History, Literary Studies or Social Research Methods. Please note that units of study offered at Footscray Park are conducted during the day.

The degree is designed to prepare entry to a fourth year of studies which will enable graduates to meet the academic requirements for professional accreditation with the Victorian Psychologist’s Registration Board and Associate Membership of the Australian Psychological Society.

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

Course Requirements
All students must complete a total of 288 credit points. The following requirements apply for the Arts stream. 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 major (normally eight 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

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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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

BACHELOR OF SCIENCE (PSYCHOLOGY) (I)

Course Code ABPY

Campus St Albans

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

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<th>Year 1</th>
<th>Semester 1</th>
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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 APS3010 Social Research Methods 3 and APS3040 Independent Research Project as well as a two-year sequence of units selected from those available for the science major (as listed above).
Some Second Year Science Electives

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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

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

Admission Requirements

Normal entry: VCE (or equivalent). Prerequisite 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 St Albans

Course Description

The course is a two year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology major.

The course provides students with the opportunity to develop their theoretical view of counselling, to 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 practica require daytime placement in a community or counselling agency.

Course Requirements

To qualify for the award of Graduate Diploma in Counselling students must complete a total of 96 credit points.

Course Structure

Students must successfully complete six core 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

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Plus one Elective
### GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)

**Course Code**: AGPE  
**Campus**: St Albans  
**Course Description**

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.

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###GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)**

**Course Code**: AGPE  
**Campus**: St Albans  
**Course Description**

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.

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### Electives from other disciplines may also be chosen for credit with the permission of the Course Co-ordinator.

**Career Prospects**

The course is designed to assist individuals already working in fields that require the development of counselling skills and for people seeking to develop skills appropriate for employment in human service areas.

**Admission Requirements**

The entry requirements are an undergraduate degree and demonstration of a commitment to professional development in the field of counselling. An interview may be required for applicants to this course.

**Course Fees**

Full-fee paying places are available within the course.

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**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.

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**GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)**

**Course Code** AGPM

**Campus** Footscray Park

**Course Description**

This program embraces qualitative and quantitative methods as valuable tools in enabling the researcher to understand our social world. The purpose of the course is to introduce and further develop students in the art of inquiry using quantitative and qualitative techniques and equip them with skills to achieve high quality and sophisticated forms of qualitative and quantitative research. This Graduate Diploma is available to students who have completed a basic level in qualitative and quantitative research methods and want to obtain further research methodological skills and knowledge for application in diverse areas of human behaviour.

This course is unique in that graduate courses in research methods tend to focus on only quantitative methods. In this course there is an equal emphasis on qualitative methods and in particular, includes field research in Community and Cultural Studies. This latter area of research is increasingly influential, as seen in the growth of fields such as cultural and community psychology in the USA, United Kingdom and Europe. In short, this course will capture this new development, as well as provide an education in more established quantitative methods and report and research writing. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes.

Please note: this Graduate Diploma is not designed as an Australian Psychological Society (APS) accredited course. Its applications are broader than psychology and fall within a wider area of the social sciences.

**Course 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.

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</table>

**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.

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**GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES**

**Course Code** AGPP

**Campus** St Albans

**Course Description**

The Graduate Diploma in Psychological Studies is a three-year part-time course for graduates wishing to gain an introduction to psychology as a discipline. It comprises a professionally accredited major sequence in undergraduate psychology. This fee-paying program is designed for those who already have a first degree (without psychology qualifications) and wish to supplement this with a psychology major, for interest or for satisfaction of preliminary entry requirements into the profession of psychology. Important note: The Graduate Diploma in Psychological Studies prepares graduates for an APS accredited fourth year in Psychology; it does not comprise such a fourth year.

**Course Duration**

The course may be studied part-time only over a minimum duration of three years. The three-year minimum is required because 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.

**Course Requirements**

To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 120 credit points.
## Course Structure

| Year 1 | Semester 1 | APP1012 PSYCHOLOGY 1A | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 1 | Semester 2 | APP1013 PSYCHOLOGY 1B | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 2 | Semester 1 | APP2013 PSYCHOLOGY 2A | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 2 | Semester 1 | APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 2 | Semester 2 | APP2014 PSYCHOLOGY 2B | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 2 | Semester 2 | plus one Psychology Elective | | | | | | |
| Year 3 | Semester 1 | APP3036 HISTORY AND THEORIES IN PSYCHOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 3 | Semester 1 | APP3035 RESEARCH METHODS IN PSYCHOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 3 | Semester 2 | APP3037 CLINICAL ASPECTS OF PSYCHOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Year 3 | Semester 2 | plus one Psychology Elective | | | | | | |

**Electives**

| APA3015 COUNSELLING THEORY AND PRACTICE | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3016 GROUP BEHAVIOUR | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3018 ORGANISATIONS AND WORK | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3019 PSYCHOBIOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3020 PSYCHOANALYSIS | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3021 PSYCHOLOGY OF ADJUSTMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA3025 PSYCHOLOGICAL ASSESSMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

Students must complete units of study in this order to satisfy Australian Psychological Studies (APS) requirements. Unit of Study descriptions are listed in the Undergraduate Psychology section in this handbook. Exemptions may be available for those who have already completed some psychology units of study which are professionally accredited. Exemptions are decided on a case-by-case basis.

### Career Prospects

See Professional Recognition. For qualified teachers this course provides a strong foundation for teaching psychology in secondary schools.

### Admission Requirements

To qualify for the course, applicants must have successfully completed an undergraduate degree from a recognised Australian university (or equivalent).

### Professional Recognition

The Graduate Diploma in Psychological Studies is recognised by the Australian Psychological Society (APS) as appropriate preparation for an APS accredited fourth year in Psychology. Intending students should ensure that the undergraduate degree they already hold is approved by the APS as one that a Graduate Diploma in Psychological Studies can be added to for accreditation purposes.

To meet the requirements for registration with the Victorian Psychologists’ Registration Board, students must take the three-year sequence of psychology within, or subsequent to, a degree followed by an approved fourth-year, followed by either two years supervised practice or an accredited coursework Masters or Doctoral program.

### Fees

Fee-paying course. Contact the School of Psychology for details.

## GRADUATE DIPLOMA IN PSYCHOLOGY (I)

### Course Code

AGPS

### Campus

Footscray Park

### Course Description

The Graduate Diploma in Psychology provides an integrated and comprehensive education within the discipline of Psychology. It provides a fourth year that is recognised by the Australian Psychological Society. In addition, students who complete this course are eligible to become Probationary Psychologists with the Victorian Psychologists’ Registration Board.

In this Graduate Diploma, students can pursue an advanced level of theoretical study and applied aspects within Psychology and receive advanced research training.

### Course Requirements

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

### Course Duration

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

| Semester 1 | APA4005 FIELD RESEARCH | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Semester 1 | or APH4026 SOCIAL RESEARCH METHODS IN CONTEXT – QUALITATIVE | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| Semester 1 | plus two Psychology electives | | | | | | |

### Electives

| APA4003 ORGANISATIONAL PSYCHOLOGY 1 | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APH4050 CURRENT ISSUES IN PSYCHOLOGY A | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA4015 COMMUNITY PSYCHOLOGY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| APA4020 EXTENDED FIELD RESEARCH | 24 | 0.2500 | 1 | $1,019 | $1,274 | $2,861 |
| APH4070 PROFESSIONAL ORIENTATION (CASEWORK) | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

292
BACHELOR OF ARTS (HONOURS) PSYCHOLOGY

Course Code
AHPH

Campus
Footscray Park

Course Description
The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on knowledge developed in undergraduate Arts or Science courses.

Course Objectives
The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychological Society’s requirements for a fourth-year course in Psychology.

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

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

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<tr>
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**Electives**
- APA4015 COMMUNITY PSYCHOLOGY
- APA4003 ORGANISATIONAL PSYCHOLOGY 1
- APA4004 PSYCHOLOGY OF GROUP PROCESSES
- APA4050 CURRENT ISSUES IN PSYCHOLOGY A
- APA4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR
- APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING
- APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT
- HNS5010 THEORIES OF ADDICTION
- HNS5020 TREATMENT IN SUBSTANCE ABUSE
- HNS5030 HEALTH PROMOTION/PREVENTION IN SUBSTANCE ABUSE

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

This is a guide only and offerings on each campus may be subject to sufficient enrolments. The entire course may be completed at Footscray Park, although students may need to travel to 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 APS accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

BACHELOR OF PSYCHOLOGY (HONOURS) (I)
Course Code AHPP
Campus Footscray Park
Course Description
The course is the same Honours program as the Bachelor of Arts (Honours) Psychology. Students who have completed the Bachelor of Psychology in their first three years of study enrol for the Bachelor of Psychology (Honours) when they enter the Honours program.
See the Bachelor of Arts (Honours) Psychology entry for details of the program.

BACHELOR OF SCIENCE (HONOURS) PSYCHOLOGY (I)
Course Code AHPY
Campus Footscray Park
Course Description
The course is the same Honours program as the Bachelor of Arts (Honours) Psychology. Students who have completed the Bachelor of Science (Psychology) in their first three years of study enrol for the Bachelor of Science (Honours) Psychology when they enter the Honours program.
See the Bachelor of Arts (Honours) Psychology entry for details of the program.

MASTER OF APPLIED PSYCHOLOGY IN COMMUNITY PSYCHOLOGY (I)
Course Codes AMPC
Campus Footscray Park
Course Description
The Victoria University Master of Applied Psychology course has streams in Community Psychology and Sport Psychology. They share a number of generalist psychology core 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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Semester 1

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Semester 1

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Elective (Social Policy)
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### Professional Recognition

The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

### Areas of Specialisation

#### The Wellness Promotion Unit

The Wellness Promotion Unit is located at St Albans Campus (3N33). The unit offers services in research, evaluation and 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.

### 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

#### Course Description and Objectives

The Master 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 the equivalent of two years full-time study.

#### Course Structure

The coursework program for the Master of Psychology (Clinical) degree is conducted on an intensive full-time basis over two years. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Year 3 – Doctoral Units

Semester 1

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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, and applicants are interviewed to help assess their suitability for the course.

MASTER OF COUNSELLING (I)
Course Code AMPE

Campus St Albans

Course Description

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

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Year 1

Semester 1

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Electives

*Three electives in related areas.
*Only units of study approved by the Course Co-ordinator may be used as electives. This decision may be based on the experience of the student.

Career Prospects

The course is designed to develop counselling expertise which can be applied within the student's own profession.

Admission Requirements

To qualify for admission to the course an applicant must have successfully completed an undergraduate degree or equivalent.

The applicant must be able to provide academic and professional references. Applicants may be required to attend a selection interview and provide samples of their work.

Course Fees

Fee-paying course only. Contact School of Psychology office for details.
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

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Professional Recognition

The Masters Course is accredited by the Australian Psychological Society and by the Colleges of Community Psychology and Sport Psychology as an approved fifth and sixth year in Psychology.

Areas of Specialisation

CRESS

One of seven designated University Research Centres at Victoria University, CRESS is the largest of the University Research Centres and through research and consultancy, aims to promote the health and 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.

**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.

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**MASTER OF PSYCHOANALYSIS**

**Course Code** AMPY

**Campus** St Albans and Footscray Park

**Course Description**
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**

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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.

**Fees**
The course is offered on a full-fee paying basis.
DOCTOR OF PHILOSOPHY (I)

Course Code APXH

Campus Dependent upon supervision

Course Description
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.

M aster of Arts (By Research) (I)

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 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.

Doctor of Applied Psychology (Community Psychology Stream) (I)

Course Code AZPX

Campus Footscray Park

Description and Course Objectives
This aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. The focus will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology. The specialist areas available are in community psychology, child and adolescent development, chronic illness, clinical psychotherapy, cognitive performance, community mental health, 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.

Course Duration
The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Course Structure
Full-time structure
All streams have common units of study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Course Code</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 (AUS)</th>
<th>From 2005 (AUS)</th>
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</table>

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 (SPORT PSYCHOLOGY STREAM) (I)

Course Code: AZPY

Campus: Footscray Park

Description and Course Objectives
This aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice. The focus will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology. The specialist areas available are in community and sport, and under some circumstances, health psychology.

Course Duration
The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).

Course Structure
Full-time structure
All streams have common units of study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>0.2500</td>
<td>1</td>
<td>$1,019</td>
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<td>APM6090 DOCTORAL THESIS (RESEARCH)</td>
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<td>APM6085 PRACTICUM 5</td>
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<td>APM6076 ADVANCED READING UNIT B</td>
<td>8</td>
<td>0.0830</td>
<td>1</td>
<td>$338</td>
<td>$423 $950</td>
</tr>
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</table>

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 APP1013 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:

<table>
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<tr>
<th>Year 1</th>
<th>Credit Point</th>
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<th>SC Band</th>
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<tbody>
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<td>plus one elective</td>
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<td></td>
<td>plus one elective</td>
<td></td>
<td></td>
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</tbody>
</table>

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:

<table>
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<tr>
<th>Year 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<tr>
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Year 2

Two second-year electives from the list below

Year 3

Four Psychology electives or two third-year electives from the list below.

Electives

<table>
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<tr>
<th>Years 2/3</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
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<tr>
<td>ASS2040 SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES</td>
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<td>1</td>
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Year 3

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<th>EFTSL</th>
<th>SC Band</th>
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<th>Full Fee (AU$)</th>
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<tbody>
<tr>
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<tr>
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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 organizational 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:

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<th>SC Band</th>
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<th>Full Fee (AU$)</th>
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<td>SC Band</td>
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</table>
Below are subject details for courses offered by the School of Psychology in 2008.

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 St Albans
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, communications and information processes; power in organisations; leadership and decision-making; organisational effectiveness strategies for organisational change.
Learning Outcomes By the end of this unit of study, students will be able to:
- An understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations;
- An introductory understanding of the procedures involved in recruitment and selection of employees eg. personnel testing, interviews and assessment centres.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Seminar presentation 30%; Final assignment 50%; Participation 20%. (Subject to change.)

**APA4004 PSYCHOLOGY OF GROUP PROCESSES**
Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology.
Content This 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 seminar.
Assessment Two 2500-word essays 100%. (Subject to change.)

**APA4005 FIELD RESEARCH**
Campus St Albans
Prerequisite(s) Entry to Graduate Diploma in Psychology course.
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. 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 By the end of this unit of study 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. Advanced methods in quantitative and qualitative approaches to data analysis using computer packages will be covered in class.
Class Contact Fortnightly one-hour supervision and one 90-minute class per fortnight for one semester.
Assessment All assessment tasks will be assessed as Pass or Fail. Statistical methods tests: A rationale and description of statistical procedures (including power analysis if appropriate) to be used for their research project (due at the end of semester 1); A full research proposal (due at the end of semester 1); Research ethics application (due at the beginning of semester 2); A 5000 word literature review and study rational (due at the end of semester 2) M Psych candidates only; or a 3000-4000 word literature review, study rationale, method and data analysis proposal for conversion to D Psych research project.

**APC5102 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.

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 – Pass or Fail. A comprehensive literature review of 5000-6000 words (due end of semester 2); A rationale and method chapter (due end of semester 2); Presentation of research project (to be scheduled during semester 2). Students meeting the requirements may submit an application to advance to the Doctor of Psychology program.

APC5103 CLINICAL SKILLS 1

Campus: St Albans

Prerequisite(s): Admission to the Master of Psychology course.

Content: This unit of study will include 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, WRAML and tests of educational achievement will be covered. The principles of formal personality assessment will be introduced.


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 Pass or Fail. Following each observation session students will be required to submit a brief report (300 to 500 words) on that aspect of the assessment so that by the conclusion of the observed sessions for each client observed (n=2) they will have produced a full report. Students will be required to conduct a cognitive assessment of a child and an adult and submit reports of these two non-clinical cases.

APC5104 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. Communication skills for clinical practice and report writing will be covered.

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.

Assessment: Assessment for this unit of study is ungraded – Pass or Fail. Submission of results and interpretation of one Rorschach administration and one TAT administration; Submission of one written report of a full assessment in two forms (further discussion of this requirement will occur in class).

APC5105 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 videoing of clinical consultations. An introduction to clinical practice will be provided via observation of cases referred to VUPC and case presentations. Cases referred to the Clinic will be allocated to students and they will begin their supervised clinical experience.


Recommended Reading: As advised by supervisor.

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 – Pass or Fail. One written report of an assessment of a client assessment conducted in the Psychology Clinic (due within 3 weeks of the end of semester); Presentation of case material in supervision; Entry of own client data in Victoria University Psychology Clinic database.

APC5106 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. Case presentations and group supervision will facilitate further development of problem-solving and communication skills around clinical assessment.

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: Assessment for this unit of study is ungraded – Pass or Fail. One written report of an assessment of a client assessment conducted in the Psychology Clinic (due within 3 weeks of the end of semester); Presentation of case material in supervision entry of own client data in Victoria University Psychology Clinic database.

APC5107 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.

Required Reading: Reading Pack Professional Practice Issues I.

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.

APC5108 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.

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.

APC5109 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.


Recommended Reading: As advised throughout the seminar.

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%.
APC5110 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 longitudinal observation of infant and instant-parent interaction.
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.

APC5111 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 DSMIC-TR and ICD-10 to clinical practice. Child and adult disorders according to DSMIC-TR and the principles of developing a diagnostic formulation will be presented. The theoretical framework of clinical neuropsychology and basic aspects of its practice will be introduced. Neuropsychological syndromes, language and cognitive functioning are discussed from the brain-behaviour relationship framework of neuropsychology.
Reading Packs of Clinical Psychology and Clinical Neuropsychology.
Class Contact Two 90-minute seminars per week for one semester.
Assessment Examination 70%; Three tests (diagnosis exercises) 30%.

APC5112 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 the presentation and discussion of the main components of psychoanalytic theory and a review of the current empirical status of psychodynamic theories especially in terms of their contribution to evidence-based practice. There will also be consideration of the applicability of the various theories in clinical assessment and intervention. Three of the major therapeutic approaches – psychodynamic, family systems and cognitive behaviour therapy – will be compared and contrasted. The unit will examine the phenomena of psychiatric disorders and explore the concept of psychological change and the aims of rehabilitation and therapeutic intervention.
Recommended Reading To be advised.
Class Contact Two 90-minute seminars per week.
Assessment One 3000 word essay (Graded) 100%; Submission of CBT case formulation and treatment plan (Ungraded) Pass or Fail; Seminar presentations (Ungraded) Pass or Fail.

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 the literature in the students' area of research. Practical problems that arise in regard to data analysis will be addressed through workshops.
Required Reading To be advised by supervisor.
Recommended Reading To be advised by supervisor.
Class Contact Thirty minutes per fortnight of individual supervision.
Assessment Demonstrated progress on research by monthly progress reports to supervisor and one class presentation of their research – (ungraded) Pass or Fail.

APC6102 RESEARCH PROJECT 4A
Campus St Albans
Prerequisite(s) Satisfactory completion of Research Project 3A.
Content Students will receive individual supervision and workshops will provide practical assistance for any problems that arise with data analysis and interpretation.
Required Reading To be advised.
Recommended Reading To be advised.
Class Contact Thirty minutes per fortnight of individual supervision.
Assessment Demonstrated progress on their research by monthly progress reports to supervisor – (ungraded) Pass or Fail.

APC6103 RESEARCH PROJECT 3B
Campus St Albans
Prerequisite(s) Content Individual supervision will provide guidance on the expansion of the project and resubmission to Ethics Committees if required.
Required Reading To be advised.
Recommended Reading To be advised.
Class Contact Thirty minutes per fortnight of individual supervision.
Assessment Demonstrated progress on their research by monthly progress reports to supervisor – (ungraded) Pass or Fail.

APC6104 RESEARCH PROJECT 4B
Campus St Albans
Prerequisite(s) Satisfactory completion of Research Project 3B.
Content Individual supervision will provide guidance on conducting the clinical research and the literature in relation to the students' area of research. Practical problems that arise in regard to data analysis will be addressed in workshops.
Required Reading To be advised.
Recommended Reading To be advised.
Class Contact One hour individual supervision per fortnight and one 90-minute workshop per fortnight.
Assessment Demonstrated progress on their research by monthly progress reports to supervisor and one class presentation – (ungraded) Pass or Fail.

APC6105 CLINICAL THEORIES 2
Campus St Albans
Prerequisite(s) Satisfactory completion of Clinical Theories 1.
Content This unit of study includes an examination of the main components of psychoanalytic theory and subsequent elaborations in psychodynamic theories. It also includes presentation of an historical overview of the development of current psychodynamic theories and understanding of the development of current psychodynamic theories, their empirical foundations, their cultural and societal contexts and their application in clinical assessment and psychotherapy. The current empirical status of psychodynamic theories will be reviewed in terms of their contribution to evidence-based practice. Students will undertake an examination of the phenomenology of anxiety, depression, schizophrenia, personality disorder and psycho-physiological disorders.
Required Reading Reading Pack Clinical Theories 2.
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 of study involves an examination of varieties of family systems theory. The principles of their application to work with whole families and group psychotherapies are discussed. Theoretical and practical aspects of the application of psychodynamic principles to work with couples are covered. There is an examination of the practicalities of negotiating and reviewing goals among the participants in shared psychotherapy.  
Required Reading Reading Pack Clinical Theories 3.  
Recommended Reading To be advised.  
Class Contact Two 90-minute seminars per week for one semester.  
Assessment One class presentation (ungraded) Pass or Fail; One 2000word 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 milieu facilitate development in childhood. Students will undertake observations of normal adolescents at critical stages of development in natural, non-clinical settings.  
Required Reading Reading Pack Observational Method – Childhood Readings.  
Recommended Reading To be advised.  
Class Contact One hour seminar per week for one semester; Five naturalistic observations of children.  
Assessment Log book of observations and commentaries (ungraded) Pass or Fail.

**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 – the family home, in a public place and at school. Field observations of groups of older adults will be undertaken in settings such as a retirement village function, senior citizens' meeting, bowls clubhouse function and also an observation in a special accommodation or hospice situation.  
Required Reading Observational Method 3 Reading Pack.  
Class Contact One one-hour seminar per week for one semester, four observations of adolescents and two observations of older adults during the semester.  
Assessment Log book of observations and commentaries (ungraded) Pass or Fail.

**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.  
Required Reading Reading Pack Clinic Experience and Practicum.  
Recommended Reading To be advised.  
Class Contact Two hours per week comprising small and large group supervision; one hour per fortnight of individual supervision.  
Assessment Assessment for this unit of study is ungraded – Pass or Fail. One Victoria University Psychology Clinic report; Presentation of case study 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 Clinical 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.  
Required Reading To be advised.  
Recommended Reading To be advised.  
Class Contact Students will complete two days per week for 20 weeks (clinical psychology) or two days per week for 15 weeks (clinical neuropsychology) commencled in semester 1 (Practicum 3) in the field workplace and receive weekly supervision by the appointed placement supervisor. Fortnightly individual supervision and small and large group supervision will continue for clinical work in the Victoria University Psychology Clinic.  
Assessment Assessment for this unit of study will be ungraded – Pass or Fail. Weekly log book and report from the field supervisor; Case presentations in small and large group supervision.

**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 referral processes, strategies for differential diagnoses, case formulations and recommendations for various interventions. Further specialised clinical techniques will be introduced and advanced cognitive assessment and test administration will be covered as well as assessment in different settings. There will be focus on various aspects of assessment and intervention including differential diagnosis and co-morbidity, transition from assessment to intervention and planning, maintaining and concluding psychotherapy.  
Required Reading Reading Pack Clinical Psychology Skills 1.  
Recommended Reading To be advised.  
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 assessment reports; Completed case exercises related to diagnosis, formulation 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 will present specialised clinical assessment techniques. Clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data will be discussed. Psychotherapeutic intervention skills for interpersonal modes of therapy family, couple and group psychotherapy, will be covered and crisis intervention skills will be examined.  
Required Reading Reading Pack Clinical Psychology Skills 3.  
Recommended Reading To be advised.  
Class Contact One 2.5-hour workshop per week.  
Assessment Submission of a written report of a therapeutic intervention (ungraded) Pass or Fail.
APC6113 PROFESSIONAL PRACTICE ISSUES 3
Campus St Albans
Prerequisite(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 per fortnight 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.
Required Reading To be advised.
Recommended Reading To be advised.
Class Contact Individual supervision of one hour per fortnight for one semester.
Assessment Students are required to demonstrate progress on the research project via monthly reports.

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.
Required Reading To be advised.
Recommended Reading To be advised.
Class Contact Individual supervision of one hour per fortnight for one semester.
Assessment The student is required to submit a thesis of approximately 30,000 to 40,000 words, presented in a thesis format. The thesis will be examined by two suitably qualified external examiners. Ungraded – Pass or Fail.

APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5
Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 2 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 neuropsychology or clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.
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 and large group supervision; Two written reports for clients from Victoria University Psychology Clinic within four weeks of the end of semester; 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.
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 and large group supervision; Two written reports for clients from Victoria University Psychology Clinic within four weeks of the end of semester; Entry of own client data in Victoria University Psychology Clinic database.

APC7105 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 1
Campus St Albans
Prerequisite(s) Satisfactory completion of all Year 2 units of study.
Content A range of contemporary issues, including: emergent entities such as chronic fatigue syndrome; the role of the MMPI I neuropsychological work; cross-cultural clinical neuropsychology – status and challenges.
Required Reading Reading pack for Advanced Clinical Neuropsychology Theory and Practice 1.
Recommended Reading To be advised.
Class Contact One 90-minute seminar per week for one semester.
Assessment Seminar paper 20%; Essay in scientific journal format (4000 words) 80%.

APC7106 ADVANCED CLINICAL NEUROPSYCHOLOGY 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 include: the relationship between assessment and intervention in clinical neuropsychology; intervention options in neuropsychology; cognitive behavioural approaches; psychodynamic approaches; family therapy with children; adolescents and adults with acquired and developmental neuropsychological disorders.
Required Reading Reading Pack for Advanced Clinical Neuropsychology Theory and Practice 2.
Recommended Reading To be advised.
Class Contact One 90-minute seminar per week for one semester.
Assessment Seminar paper 20%; Essay in scientific journal format (4000 words) 80%.

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 intervention practice in clinical psychology. The specific focus is on further understanding of modes of therapy, comparative theoretical approaches and critical appraisal of available methodologies for empirical investigation. There is also an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy.
Required Reading Reading Pack 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.
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 discussion of theoretical frameworks and therapeutic processes will allow for enhancement of students' clinical skills.
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 Class presentation (ungraded) Pass or Fail.

APH4010 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 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 By the end of this unit of study students will 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 and APH4010 Research Thesis. The time allocation of this unit of study for a full-time student should reflect two-thirds of the total course time during the semester.
Learning Outcomes By the end of this unit of study 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.

APH4020 READING SEMINAR AND THEORETICAL ESSAY A
Campus St Albans
Prerequisite(s) Admission to Honours in Psychology or Graduate Diploma in Psychology.
Content The Reading Seminar and Theoretical Essay is a compulsory component of the Honours program. Students will participate in their choice of a fortnightly reading seminar devoted to critical analysis and discussion of contemporary issues in an important conceptual area of psychology. During the period over which seminars take place, students will engage in supervised, intensive study of a theoretical topic in the area of psychology covered by their chosen seminar, and submit a theoretical essay of no more than 6000 words on this topic at the conclusion of the unit.
Learning Outcomes By the end of this unit of study, students will have:
• A knowledge of a range of human rights instruments that have been ratified by the United Nations;
• An understanding of the links between human rights violations and adverse health outcomes;
• A knowledge of how to apply a human rights framework in the analysis of health risk factors;
• An increased awareness of avenues for health promotion and prevention related to the protection and enjoyment of human rights.
Required Reading To be advised by lecturer.
Class Contact Two hours per fortnight.
Assessment Theoretical essay 100%.

APH4025 SOCIAL RESEARCH METHODS IN CONTEXT – QUANTITATIVE
Campus Footscray Park
Prerequisite(s) Entry to Honours in Psychology or Graduate Diploma of Applied 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 By the end of this unit of study, students will:
• Understand the aspects of research, philosophical and theoretical issues in social science;
• Appreciate the range of quantitative methods that may be used in social research;
• Understand quantitative methods including design, data analysis and presentation;
• Understand 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;
• Understand the ethical issues associated with the use of quantitative methods.
Class Contact Two hours per week.
Assessment To be advised.

APH4026 SOCIAL RESEARCH METHODS IN CONTEXT – QUALITATIVE
Campus Footscray Park
Prerequisite(s) Entry to Honours in Psychology or Graduate Diploma of Applied 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 conducted in qualitative research. This will include exploring the different assumptions that inform qualitative methodologies, the implications for knowledge claims and for report writing.
Learning Outcomes By the end of this unit of study, students will:
• Demonstrate an awareness of the philosophical assumptions underlying or accompanying various strands of qualitative research methods;
• Understand qualitative approaches to research and implications of each approach in respect to research design methodologies;
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- Understand the methods and concepts of the various qualitative methodologies;
- Effectively communicate their understanding of the ability of qualitative methods to contribute positively to psychology and related disciplines;
- Draft a proposal of a qualitatively-based research project.

Required Reading


Recommended Reading

To be advised by lecturer.

Class Contact

Two hours per week.

Assessment

To be advised.

APH4035 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 ethnological; an examination of the ethical aspects of this research and method of report writing; introduction to multivariate statistical analysis; review and utilisation of principal component analysis, factor analysis of variance (MANOVA) and multivariate analysis of co-variance (MANCOVA) and discriminative analysis.

Learning Outcomes

By the end of this unit of study, students will have:

- An understanding of the theoretical frameworks social research methodologists use to explain human cultural and individual diversity;
- An understanding of why these frameworks emerged and their relative strengths and weaknesses;
- An understanding of the challenges facing social researchers today;
- An understanding of how social research methodologies have grown and changed in interactive encounters with the issues of examination and study;
- The ability to 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.

Required Reading


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%.

APH4050 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

By the end of this unit of study 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%.

APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR

Campus St Albans

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

By the end of this unit of study, students will:

- Understand the principles that underpin CBT interventions;
- Have experience in conceptualising client issues from a CBT perspective;
- Have had opportunities to practise skills associated with working in a CBT framework;
- Be familiar with 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%.

APH4065 READING SEMINAR AND THEORETICAL ESSAY B

Campus St Albans

Prerequisite(s)

Admission to Honours in Psychology or Graduate Diploma in Psychology.

Content

The Reading Seminar and Theoretical Essay is a compulsory component of the Honours program. Students will participate in their choice of a fortnightly reading seminar devoted to critical analysis and discussion of contemporary issues in an important conceptual area of psychology. During the period over which seminars take place, students will engage in supervised, intensive study of a theoretical topic in the area of psychology covered by their chosen seminar, and submit a theoretical essay of no more than 6000 words on this topic at the conclusion of the program.

An understanding of the links between human rights violations and adverse health outcomes.

Required Reading

To be advised by lecturer.

Class Contact

Two hours per fortnight.

Assessment

Theoretical essay 100%.

APH4070 PROFESSIONAL ORIENTATION (CASEWORK)

Campus St Albans

Prerequisite(s)

Admission to Honours in Psychology, Graduate Diploma in Psychology.

Content

This unit of study is a compulsory component which is designed to develop a thorough understanding of the standards of ethical and professional conduct expected of psychologists. The unit of study will have three parts: professional practice issues; psychological assessment; and interpersonal skill development.

Learning Outcomes

By the end of this unit of study, students will have:

- An increased awareness of supervision throughout their professional career in particular throughout the first few years of starting their professional careers;
- An understanding of the diverse nature of the profession;
- An insight into various functions, roles and duties performed by psychologists;
- An increased understanding of the ethical and professional conduct required by them in their professional careers;
- An understanding of assessment protocols and formal assessment processes.

Required Reading


Recommended Reading


Class Contact

Two-hour seminar/workshop per week for one semester.

Assessment

Essay on professional issues 50%; Class presentation of agency visit 20%; Class presentation of one standardised intellectual
test protocol (hurdle) intellectual testing report of another test protocol 30%. (Subject to change).

**APM5001 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 relationships; social influence process; leadership in sport.

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

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

**Assessment** Seminar paper 40%; Essay 60%. (Subject to change).

**APM5003 QUALITATIVE RESEARCH METHODS**
Campus Footscray Park
**Prerequisite(s)** Admission to the Master of Applied Psychology or consent of Co-ordinator.

**Content** This unit of study will include: research philosophies; positivist, post-positivist, constructivist and interpretive social science approaches; the research process; research assumptions and paradigms. Qualitative methods; case studies; focus groups; observational techniques; interviewing; ethnographic fieldwork. Selection of appropriate methods: identifying salient issues; framing the question; identification of target populations; stakeholder identification. Needs analysis. Qualitative analysis and reporting: pre-evaluation data assessment and negotiation; ordering data and interpretation; matrix analyses. Program evaluation; formative and summative; goal free; responsive; utilisation-focused; action research; cost-benefit.

**Learning Outcomes** By the end of this unit of study, students will be able to:
- List different strategies of qualitative inquiry;
- Explain the relationship between epistemology, method and knowledge;
- List the advantages and disadvantages of obtrusive and unobtrusive data sources;
- Identify the differences in assumptions underlying different strategies of inquiry;
- Explain different ethical challenges associated with qualitative strategies of inquiry;
- Design a small qualitative study.

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

**Class Contact** Two 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 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 psychology; research and practice; 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; theoretical, research and practical applications are to be addressed; a 20-minute presentation to the class will be given on the essay topic) 50%; Examination (a final written examination, covering all aspects of the unit of study, will form the second component of evaluation) 50%. (Subject to change).

**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-keeping. Collaborative work. Referral and cross-referral procedures; community outreach and consultation; using interpreters. Workplace expectations of field placement students. Overview of upcoming placements, probable role of students; responsibilities of students. Personal values, cultural contexts in practice. Gender issues; working with cultural minorities: ethnic, Aboriginal, gay and lesbian client groups, equal opportunity and affirmative action legislation; integration, community involvement and empowerment of intellectually and physically disabled persons.

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

**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...
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 for this assessment of 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 uncooperative 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 presenational, 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) APM5017 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

Corequisite(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 major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Required Reading To be advised by lecturer.

Class Contact Monthly one-hour class plus individual supervision.

Assessment Thesis 100%. All theses will be assessed by two independent markers.

APM6035 PSYCHOLOGY OF HEALTH

Campus Footscray Park

Prerequisite(s) Admission to the Graduate Diploma in Psychology or Honours in Psychology or Master of Applied Psychology.

Content 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; intervener. Exploring settings: community service agency, public sector bureaucracies; policy-making bodies, community-based groups and collectives; education and information services, industry, health service, targeted services eg. women's health. Negotiating a learning contract: specialist skills training, agency visits, interviews with practising community psychologists and consumers; production of a piece of work for specific audiences.
Formulation of a professional practice plan.
Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Seminar participation and presentation 30%; Tasks negotiated in learning contract 50%; Professional practice plan including self-evaluation and aims for continuing education and professional practice 20%. (Subject to change).

APM6045 PSYCHOLOGICAL PRACTICE 4S
Campus Footscray Park
Prerequisite(s) APM6040 Psychological 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 personal professional 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 Content in this unit of study will reflect the core area of applied psychology. It will cover key aspects of the area in greater depth. Focus will be on integration of materials, interpretations of events and application of appropriate interventions.
Required Reading Required readings will be advised by lecturers. These will depend upon the students’ core area and the specific theoretical area being explored.
Assessment Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

APM6080 ADVANCED READING UNIT
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.
Prerequisite(s) Nil

Content The aims of this unit of study are to provide students with an introduction to the discipline of psychology, giving a general view of the social and biological influences on human behaviour, while establishing a solid basis for further, detailed work in subsequent years. The unit involves psychological experimentation including application of descriptive statistics. Topics covered include: perception; learning, memory and information processing, social psychology, motivation and emotion; intelligence and abilities.

Learning Outcomes By the end of this unit of study students will have:

- An overview of the field of psychology and the history of its development;
- An understanding of current issues in psychology and how theories regarding these topics evolved over time;
- The ability to critically appraise relevant research readings on the current issues;
- Developed their active oral communication skills;
- Developed their formal academic report writing inAPA style;
- Basic knowledge of contemporary psychological theories and exploration to apply these principles to enhance academic performance and psychological wellbeing.

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 Semester examination 50%; Laboratory reports and quizzes 50%. There is a requirement that students attend 80% of laboratory classes. (Subject to change).

APP1013 PSYCHOLOGY 1B

Campus St Albans

Prerequisite(s) APP1012 Psychology 1A

Content This unit of study aims to further introduce students to the discipline of psychology, continuing to consider the social and biological influences on human behaviour while consolidating a firm basis for more advanced, detailed work in subsequent years. The unit involves further work on psychological experimentation and application of inferential statistics. Topics covered include brain and behaviour; personality-theory and assessment, health and stress, abnormal psychology and therapy, language and the brain. Basic computer analysis is also taught.

Learning Outcomes By the end of this unit of study, students will:

- Have an overview of the field of psychology and the history of its development;
- Understand current issues in psychology and how theories regarding these topics evolved over time;
- Have critical appraised relevant research readings on the current issues;
- Further developed their active oral communication skills and formal academic report writing inAPA style;
- Be able to write and complete a psychological report and essay on current psychological issues;
- Have basic knowledge of contemporary psychological theories and the ability to apply these principles to enhance academic performance and psychological wellbeing.


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

Assessment Semester examination 50%; Laboratory reports, tutorial work and/or essay 50%. There is a requirement that students attend 80% of laboratory classes. Students planning to take APP2011 Psychology 2 must pass the design and analysis component of APP1013 Psychology 1B. Students who fail Design and Analysis but pass other components will be graded with (S) ungraded pass. (Subject to change).
APP1014 INTERPERSONAL SKILLS
Campus St Albans
Prerequisite(s) Nil – APP1014 is only available to students studying BPsych (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 By the end of this unit of study, students will have:
• An overview of interpersonal skills necessary for effective communication;
• Explored practical approaches to communication;
• Developed active communication skills;
• The ability to link written evaluation of communication theories to practice;
• Completed a presentation task.
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 BPsych (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.
Required Reading To be advised by lecturer.
Class Contact One one-hour lecture and one two-hour seminar per week.

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 pain, sleep, anxiety, grief and coping.
Class Contact Thirty-two hours.
Assessment Examination 50%; Written assignment 50%.

APP2013 PSYCHOLOGY 2A
Campus Footscray Park and St Albans
Prerequisite(s) APP1021 Psychology 1A; APP1021 Psychology 1B.
Content This unit of study builds on the theories 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 By the end of this unit of study, students will:
• Have an overview of interpersonal skills for effective communication;
• Have explored practical approaches to communication;
• Have developed active communication skills;
• Be able to link written evaluation of communication theories to practice;
• Have completed a presentation task.
Required Reading To be advised by lecturer.
Class Contact One one-hour lecture and one two-hour seminar per week.
Assessment Reflective journals, seminar participation, essay.
APP2024 ORGANISATIONAL SKILLS 2
Campus St Albans
Prerequisite(s) APP1015 Organisational Skills 1; APP1012 Psychosocial and Psychological Perspectives 1B. APP2024 is also 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.

Required Reading To be advised by lecturer.

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

Assessment Reflective journals, seminar participation, essay.

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 psychology; developmental cognition; personality; social and emotional development; and selected topics such as reading development and behavioural assessment.

Learning Outcomes By the end of this unit of study, students will:
• 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 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 COUNSELING 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 therapies, 5th edn, Peacock, Illinois. Geldard, D 1998, Basic psychoanalysis, as well as critical evaluations of Freudian theory and other disciplines. Key post-Freudian contributions to psychology, psychiatry, cultural and other disciplines. Key post-Freudian contributions to psychoanalysis, as well as critical evaluations of Freudian theory and practice are discussed.


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 The study group has a dual task: first, to develop students' understanding of concepts encountered in the literature (the seminar group will discuss set readings each week) through discussion, and by applying these concepts to students' own experiences; and second, the seminars: to analyse the group's own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Required Reading As advised by lecturer.

Recommended Reading As advised by lecturer.

Class Contact Two hours per week for one semester.

Assessment Essay (2500 words).

APP3018 ORGANISATIONS AND WORK
Campus Footscray Park and St Albans
Prerequisite(s) APP2013 Psychology 2A.

Content In general this unit of study examines the relationship 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.


Recommended Reading Current journal articles and books as recommended by the lecturer.

Class Contact Two hours per week for one semester.

Assessment Essay (2000-2500 words) 40%; Multiple choice mid-semester test 20%; Multiple choice exam at the end of semester 40%.

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; psychology of emotions, stress and mental illness; evolution, genetics and genetic counselling.


Recommended Reading Pinel JR, 1990, Biopsychology, 3rd edn, Allyn and Bacon, London.

Class Contact One one-hour lecture each week and one two-hour laboratory/semninar 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.


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 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.


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 By the end of this unit of study, students will have:
Developed an understanding of the range of psychological experiences associated with certain life events and transitions;
Developed an understanding of some theoretical perspectives on stress, coping, and adaptation, trauma and recovery;
Further developed an awareness of and sensitivity to individual and cultural difference and the challenges this may pose for psychological theory and practice;
Strengthened and extended their capacity to research, write and develop arguments about specific aspects of human experience and psychological theory.

Required Reading: APP3021 Book of Readings.

APP3028 FIELD WORK
Campus: St Albans
Prerequisite(s): APP2023 Interpersonal Skills 2. APP3028 is only available to students studying BPsych (I&O).

Content: This unit of study is designed to develop the students' capacity to apply the skills of advocacy and mediation in public settings. Students will spend at least four hours per week in an organisational setting, eg. part-time employment or volunteer work and will design and carry out a project within the organisation. Depending on the students' interests and the opportunities afforded by the setting, the project may be essentially research or it may involve the planning and carrying out of an intervention.

Learning Outcomes: By the end of this unit of study, students will 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;
- Gain 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;
- Practice applying theory and skills they have acquired to/within their real-life work issues, roles and settings.

Required Reading: To be advised by lecturer.

Class Contact: One two-hour practicum per week.


APP3029 SKILLS IN CONTEXT
Campus: St Albans
Prerequisite(s): APP3028 Field Work. APP3029 is only available to students studying BPsych (I&O).

Content: On the basis of work in the prerequisite unit of study and other experiences in the areas of interpersonal and organisational skills students will plan an appropriate program with staff. This plan will include negotiated assessment tasks.

Required Reading: To be advised by lecturer.

Class Contact: Weekly two-hour seminar.

Assessment: Essay of 3000 words based on student directed topic and readings.

APP3035 RESEARCH METHODS IN PSYCHOLOGY
Campus: 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 completion of the unit of study students will have:
- An understanding of criteria to determine the validity and usefulness of various types of both qualitative and quantitative research design;
- The ability to select appropriate statistical procedures for analysis of different types of research data;
- Increased knowledge and skill in the use of SPSS for Windows;
- Awareness of basic psychometric methods and their application.

Required 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- psychological case examples such as behaviourism, psychoanalysis, cognitivism and information processing, and critical psychology.

Learning Outcomes By the end of this unit of study, students will:

- Integrate understandings of psychology as a discipline;
- Be able to 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 process in relation to the practice of psychological activities;
- Have developed a thinking in the application of psychology to particular research questions;
- Have developed an understanding of their preferred approach to psychology.

Required Reading Book of Readings available for purchase.

Recommended Reading Jones, D & Elcock, 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) 20% 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 agnosias, 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 By the end of this unit of study, students will:

- A knowledge of the conceptual and methodological approaches to human neuro-psychology;
- An understanding of the clinical neuro-psychology knowledge base and methods of inquiry for a selection of child and adult disorders;
- An understanding of conceptual and methodological issues in the study of psychopathology;
- An understanding of the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives;
- Enhanced capacity to access, review and analyse information about clinical aspects of psychology.


Class Contact To be advised by lecturers.

Assessment Three hours per week comprising two one-hour lectures and one one-hour seminar.

Assessment Multiple choice examination paper 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.


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; interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.


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 ethno-methodology).


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) APP4003 Research Theory and Orientation.

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 By the end of this unit of study, students will:

- 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.


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 By the end of this unit of study, students will have:

- 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;
- 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 Following completion of this unit students will have 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 By the end of this unit of study students will have:

- Increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods.
particular, outcomes are centred upon the use of these techniques in psychology and associated fields;

- 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.

**Required Reading**


**Recommended Reading**


**Class Contact**

Three hours per week for one semester comprising one two-hour lecture and one one-hour laboratory session.

**Assessment**

Laboratory assignments 50%; Examination 50%. (Subject to change).

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**APS3040 INDEPENDENT RESEARCH PROJECT**

**Campus** Footscrap Park and St Albans

**Prerequisite(s)** APS3010 Social Research Methods 3.

**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**

By the end of this unit of study students will:

- Have a basis upon which later psychological units can build,
- Have an introduction to the basic concepts of developmental psychology:
- Be able to examine the normal ranges of behaviour people are likely to exhibit at specific stages of development.

**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%.

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**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**

By the end of this unit of study students will:

- Have a basis upon which later psychological units can build,
- Have an introduction to the basic concepts of developmental psychology:
- Be able to examine the normal ranges of behaviour people are likely to exhibit at specific stages of development.

**Required Reading**


**Recommended Reading**


**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%.

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**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/interpersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation in chronic illness and disability.

**Learning Outcomes**

By the end of this unit of study, students will:

- Have a basis upon which later psychological subjects can build:
- Have an introduction to the basic concepts of developmental psychology:
- Be able to examine the various phases of the life span:
- Be able to examine the normal ranges of behaviour people are likely to exhibit at specific stages of development.

**Required Reading**


**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%.

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**APT2330 PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS**

**Campus** St Albans

**Prerequisite(s)** APP1012 Psychology 1A and APP1013 Psychology 1B; or ASS1012 Sociology 1A and ASS1013 Sociology 1B; or ACW1020 Sex and Gender and ACW1021 Fashioning Gender.

**Content**

This unit of study explores social and psychological aspects of health and illness with the focus ranging from individual experience to the broader sociopolitical context. Topics include: the history and politics of medicine; roles and relationships in health care; individual and family experiences of illness; body image; loss, grief and adaptation; values and stereotyping; medicalisation of illness; curative versus preventative perspective.

**Learning Outcomes**

By the end of this unit of study, students will have:

- An understanding of the social and psychological dimensions of the experience of illness;
- An awareness of, and sensitivity to, the range of values and attitudes held by groups within the community interacting with the health care system;
- An understanding of the role of psychosocial processes in shaping health and the health care system;
- Extended their knowledge of roles and relationships within health care systems;
- Developed skills in accessing and analysing information about the psychosocial dimensions of health and illness;
- A developing capacity to think about how the above knowledge, insights and understandings might be applied to practice in various human services.

**Required 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 study.

**Assessment**

Essay (2000 words) 40%; Examination 30%; Two commentaries (2 x 600 words) 30%.

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APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT
Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma or Masters in Counselling, or consent of the Course Co-ordinator.
Content The aim of this unit of study is to provide a sociopolitical framework from which to view issues of violence. The problem is seen as a community responsibility in that victim groups are defined by their relative powerlessness. Thus action is required at multiple levels, and interventions will be taught as ranging from individual counselling through group support to community development and social action. Emphasis will be placed on developing the self-awareness of the counsellor in response to indicators of violence and sexual assault. A limited introduction to narrative approaches to counselling is provided. Required Reading To be advised by lecturer.
Class Contact Two hours per week for one semester.
Assessment Journal to be maintained throughout course 40%; Group project 60%. (Subject to change).

APT5025 INDIVIDUAL AWARENESS
Campus 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).

APT5035 THEORIES AND TECHNIQUES OF COUNSELLING
Campus St Albans
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 By the end of this unit of study, students will be able to:
• Describe the basic theory and intervention practices of therapeutic paradigms;
• Critically review each paradigm;
• Develop an understanding of 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%.

APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING
Campus St Albans
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.
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%.

APT5060 APPLIED TECHNIQUES OF COUNSELLING
Campus St Albans
Prerequisite(s) APT5035 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 At the end of this unit of study, students will have:
• Increased applied counselling skills;
• Learned to construct and present client case formulations;
• Learned to investigate counselling strategies for a range of presenting problems;
• Learned about 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.

APT5062 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.

APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING
Campus St Albans
Prerequisite(s) Admission to the Graduate Diploma in Counselling, or consent of the Course Co-ordinator.
Content This unit of study will examine: the social context of counselling aspects to be considered include: gender, ethnicity, class, occupation and age, the family as a unit of social organisation. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment. Ethical
issues in counselling; introduction to ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities; issues concerning third parties; referral, consultation and supervision, counsellors’ needs for consultation and supervision; the client- counsellor relationship: implicit and explicit client-counsellor contracts, therapeutic and anti-therapeutic developments in the client-counsellor relationship, combining the role of counsellor with a profession-based treatment or advisory role: confidentiality, principles underlying confidentiality, the limits of confidentiality; reporting and liaison, negotiating with the client about reporting and liaison, the question of mandatory reporting; legal frameworks relevant to counselling, working with clients who may present particular ethical dilemmas, suicidal clients, clients who may be a danger to others, terminally ill clients, helping clients to resolve ethical dilemmas, abortion counselling, clients with communicable diseases.

**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%.

**APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING**
Campus St Albans

**Prerequisite(s)**
Admission to the Master in Counselling, or consent of the course co-ordinator.

**Content**
This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others' ways of learning and communicating; improve ability to listen to the 'other' and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above. The unit explores issues of racism, social justice, bicultural history, refugee experience, survivors of torture, women’s issues, Aboriginals and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.

**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).

**APT5085 PRACTICUM**
Campus St Albans

**Prerequisite(s)**
APT5060 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.

**APT6001 PRACTICUM 1**
Campus St Albans

**Prerequisite(s)**
Completion of the unit of study required for the Graduate Diploma in Counselling.

**Content**
The Practicum is designed to provide students with extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the 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 report 50%.

**APT6002 PRACTICUM 2**
Campus St Albans

**Prerequisite(s)**
Practicum 1.

**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%.

**APT6004 MINOR THESIS**
Campus St Albans

**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 science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; examination of research papers in the counselling field.

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

**Class Contact**
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 theory or psychoanalytic theory. The currently available selection of topics includes: stress, crisis and trauma, current problems in psychoanalysis, and psychology of adjustment.

**Required Reading**
To be advised by lecturer. (Each topic will have different Required Reading.)

**Recommended 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).
APU6008 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 strategies 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 (notional 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 (notional 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 Seminar presentation (2000 words) 100%.
Recommended Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Essay (3000 words) 80%; Seminar presentation (notional 1000 words) 20%.

APU5005 THE SYMBOLIC, THE IMAGINARY AND THE REAL

Campus St Albans

Prerequisite(s)
APU5001 History and Epistemology of Psychoanalysis.

Content
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.

Required Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Essay (3000 words) 80%; Seminar presentation (notional 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.

Required Reading

Recommended Reading

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.

Required Reading

Recommended Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Essay (3000 words) 80%; Seminar presentation (notional 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.

Required Reading

Recommended Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Essay (3000 words) 80%; Seminar presentation (notional 1000 words) 20%.

APU5009 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSSES

Campus St Albans

Prerequisite(s)
APU5003 Clinical Seminar I: Assessment; APU5006 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.

Required Reading

Recommended Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Case history or written commentary on case presentation (2000 words) 100%.

APU5010 PSYCHOSIS AND PERVERSION

Campus St Albans

Prerequisite(s)
APU5001 History and Epistemology of Psychoanalysis; APU5002 Theory of Sexuality; APU5004 Theory of the Subject and Logic of the Signifier; APU5005 The Symbolic, the Imaginary and the Real; APU5007 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.

Required Reading

Recommended Reading

Class Contact
One 90-minute seminar per week for one semester.

Assessment
Essay (3000 words) 80%; Seminar presentation (notional 1000 words) 20%.
APU5011 PSYCHOANALYTIC TECHNIQUE II
Campus: St Albans
Prerequisite(s): APU5008 Psychoanalytic Technique I.
Content: This unit of study will include a case 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 (notional 1000 words) 20%.

APU5012 CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE
Campus: St Albans
Prerequisite(s): APU5009 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%.

APU6001 THE ETHICS OF PSYCHOANALYSIS
Campus: St Albans
Prerequisite(s): APU5004 Theory of the Subject and Logic of the Signifier; APU5005 The Symbolic, the Imaginary and the Real; APU5008 Psychoanalytic Technique I; APU5011 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 (notional 1000 words) 20%.

APU6002 THE OBJECT RELATION
Campus: St Albans
Prerequisite(s): APU5010 Psychosis and Perversion; APU5011 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.

APU6003 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC
Campus: St Albans
Prerequisite(s): APU5012 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.
Recommended Reading: Rodríguez, LS 1995, 'The ethics of psychoanalysis and the malaise of our culture,' Analysis, 6, pp. 120-32.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Case history or written commentary on case presentation (2000 words) 100%.

APU6004 PSYCHOANALYSIS WITH CHILDREN
Campus: St Albans
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.
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 1
Campus St Albans
Prerequisite(s) APU6001 The Ethics of Psychoanalysis; APU6005 Psychoanalysis and Culture.
Content In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.
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.
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.
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%.
Below are details of courses offered by the School of Social Sciences in 2008. 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/St Albans

Course Description
This combined degree program is managed by the School of Social Sciences in the Faculty of Arts, Education and Human Development. The 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

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<thead>
<tr>
<th>Year 2</th>
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<th>Arts Major – Unit 3</th>
<th>Arts Strand – Unit 2</th>
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<td>Arts Strand – Unit 3</td>
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<td>BEO1252 INTERNATIONAL BUSINESS CONTEXT</td>
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<td>BEO2254 STATISTICS FOR BUSINESS AND MARKETING</td>
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<td>BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR</td>
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<td></td>
<td>BEO3378 INTERNATIONAL ECONOMICS AND FINANCE</td>
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<tr>
<td>Semester 2</td>
<td>Arts Major – Unit 6</td>
<td>Arts Strand – Unit 5</td>
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<td>BHO1171 INTRODUCTION TO MARKETING</td>
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<td>BEO3517 INTERNATIONAL TRADE PRACTICES</td>
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<th>Year 4</th>
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<td>BHO3373 INTERNATIONAL MARKETING</td>
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<td>BEO3430 INTERNATIONAL ECONOMIC ANALYSIS</td>
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<td>Semester 2</td>
<td>Arts Major – Unit 8</td>
<td>Arts Elective 1</td>
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<td>BEO3432 STRATEGIC INTERNATIONAL TRADE OPERATIONS</td>
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<td>BEO3500 APPLIED ECONOMICS RESEARCH PROJECT</td>
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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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

### BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF ARTS (I)

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>Campus</td>
<td>Footscray Park, St Albans</td>
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<tr>
<td>Course Description</td>
<td>The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>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.</td>
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</table>

### Course Structure

| Year 1 | Semester 1 | | Semester 2 | | Semester 3 | | Semester 4 | | Semester 5 | | Semester 6 | | Semester 7 |
|--------|------------|---|--------|---|----------|---|--------|---|--------|---|--------|---|
| Other Degree Unit 1 | Other Degree Unit 2 | Other Degree Unit 3 | Other Degree Unit 4 | Other Degree Unit 5 | Other Degree Unit 6 | Other Degree Unit 7 | Other Degree Unit 8 | ACX1000 COMMUNICATING TRANSCULTURALLY | Other Degree Unit 9 | Other Degree Unit 10 | IS Specialisation: Unit 1 | IS Specialisation: Unit 2 | IS Elective 1 | Other Degree Unit 11 | Other Degree Unit 12 | AAP3014 DIMENSIONS OF GLOBAL POLITICS | IS Specialisation: Unit 3 | IS Elective 2 | Other Degree Unit 13 | ASX3000 INTERNATIONAL STUDIES PROJECT | IS Specialisation: Unit 4 | IS Specialisation: Unit 5 | Other Degree Unit 14 | ACX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING | IS Elective 3 (may be capstone unit*) | IS Specialisation: Unit 6 | Other degree Unit 15 (may be capstone unit*) |
| 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 0.1250 | $510 | $637 | $1,430 | 0.1250 | $510 | $637 | $1,430 | 0.1250 | $510 | $637 | $1,430 | 0.1250 | $510 | $637 | $1,430 | 0.1250 | $510 | $637 | $1,430 |

*IS Elective 3 (may be capstone unit*)
*IS Specialisation: Unit 6
*Other degree Unit 15 (may be capstone unit*)
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; AXF3001 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 COMMUNICATION

Course Code: ABIC

Campus: Footscray Park, St Albans

Course Description:
The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

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.

Course Structure

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<th>Year 1</th>
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| Year 2                          |              |       |         |                          |               |
| Semester 3                      |              |       |         |                          |               |
| ACX1000 COMMUNICATING TRANSCULTURALLY | 12          | 0.1250 | 1       | $510                     | $637          |
| IS Specialisation: Unit 1       |              |       |         |                          |               |
| Other Degree Unit 9             |              |       |         |                          |               |
| Other Degree Unit 10            |              |       |         |                          |               |

| Semester 4                      |              |       |         |                          |               |
| IS Specialisation: Unit 2       |              |       |         |                          |               |
| IS Elective                    |              |       |         |                          |               |
| Other Degree Unit 11            |              |       |         |                          |               |
| Other Degree Unit 12            |              |       |         |                          |               |

| Year 3                          |              |       |         |                          |               |
| Semester 5                      |              |       |         |                          |               |
| AAP3014 DIMENSIONS OF GLOBAL POLITICS | 12          | 0.1250 | 1       | $510                     | $637          |
| IS Specialisation: Unit 3       |              |       |         |                          |               |
| IS Elective                    |              |       |         |                          |               |
| Other Degree Unit 13            |              |       |         |                          |               |

| Semester 6                      |              |       |         |                          |               |
| IS Specialisation: Unit 4       |              |       |         |                          |               |
| IS Specialisation: Unit 5       |              |       |         |                          |               |
| Other Degree Unit 14            |              |       |         |                          |               |

| Year 4                          |              |       |         |                          |               |
| Semester 7                      |              |       |         |                          |               |
| ACX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING | 12          | 0.1250 | 1       | $510                     | $637          |
| 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                    |              |       |         |                          |               |
| 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, AXF3001 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 EDUCATION

**Course Code** ABID

**Campus** Footscray Park, Melton, St Albans, Sunbury

**Course Description**
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 the student will also need to fulfill all the stipulated mandatory requirements for each of the degrees.

**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.

**Course Structure**

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<tr>
<th>Year</th>
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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, AXF3001 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 ENGINEERING

Course Code ABIE

Campus Footscray Park

Course Description
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 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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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.

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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 Description
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.

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BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF PSYCHOLOGY

Course Code ABIP

Campus Footscray Park, St Albans

Course Description
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.
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### BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF RECREATION MANAGEMENT

**Course Code**: ABIR

**Campus**: Footscray Park

**Course Description**

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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, AXF3001 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

**Course Description**

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.

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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 BUSINESS (INTERNATIONAL TRADE)
Course Code ABIT
Campus Footscray Park, St Albans
Course Objective
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
Admission Requirements
For Direct Entry into the combined degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement.
## Course Structure

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Eight units of study selected from one of the following specialisation sequences offered by the Faculty of Arts, Education and Human Development.

### BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SOCIAL WORK

**Course Code** ABIW

**Campus** St Albans

**Course Description**

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.

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SCHOOL OF SOCIAL SCIENCES

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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, AXF3001 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

Course Description 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 fulfill all the stipulated mandatory requirements for each of the degrees.

Course Structure

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335
### FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

#### BACHELOR OF ARTS (HUMAN SERVICES) (I)

**Course Code** ABSB

**Campus** St Albans

**Course Description and Objectives**

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

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

**Course 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**

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plus one unit of study from the student's chosen stream

**Year 3**

**ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF**
12 0.1250 1 $510 $637 $1,430

**ASB3011 HUMAN SERVICES 2B**
12 0.1250 1 $510 $637 $1,430

**AXF3001 PROFESSIONAL AND CAREER DEVELOPMENT**
12 0.1250 1 $510 $637 $1,430

plus one unit of study from the student's chosen stream

**ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A 'POSTCOLONIAL' WORLD**
12 0.1250 1 $510 $637 $1,430

**ASS3039 HUMAN SERVICES INTERNSHIP**
12 0.1250 1 $510 $637 $1,430

plus one unit of study from the student's chosen stream

plus one elective

**Stream Information**

**Psychology Stream**

**Year 1**

**APP1012 PSYCHOLOGY 1A**
12 0.1250 1 $510 $637 $1,430

**APP1013 PSYCHOLOGY 1B**
12 0.1250 1 $510 $637 $1,430

**Year 2**

**APP2013 PSYCHOLOGY 2A**
12 0.1250 1 $510 $637 $1,430

**APP2014 PSYCHOLOGY 2B**
12 0.1250 1 $510 $637 $1,430

plus two Psychology electives in Year 3

**Genders Studies Stream**

**Year 1**

**ACW1020 SEX AND GENDER**
12 0.1250 1 $510 $637 $1,430

**ACW1021 FASHIONING GENDER**
12 0.1250 1 $510 $637 $1,430

**Years 2 and 3**

plus four units of study from:

**ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT**
12 0.1250 1 $510 $637 $1,430

**ACW3025 KNOWING BODIES**
12 0.1250 1 $510 $637 $1,430

**ACW2021 GENDER ON THE AGENDA**
12 0.1250 1 $510 $637 $1,430

**ACW2022 RESEARCHING GENDERED LIVES**
12 0.1250 1 $510 $637 $1,430

**ACW3019 GENDER, SCREEN, IDENTITY**
12 0.1250 1 $510 $637 $1,430

**International Community Development Stream**

**Year 1**

**ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL**
12 0.1250 1 $510 $637 $1,430

**ASA1024 APPLIED HUMAN RIGHTS**
12 0.1250 1 $510 $637 $1,430

**Year 2**

**ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES**
12 0.1250 1 $510 $637 $1,430

**ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS**
12 0.1250 1 $510 $637 $1,430

**Year 3**

plus two units of study from:

**ASA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT**
12 0.1250 1 $510 $637 $1,430

**ASA3024 PROJECT DESIGN AND IMPLEMENTATION**
12 0.1250 1 $510 $637 $1,430

**ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE**
6 12 0.1250 1 $510 $637 $1,430

**Admission Requirements**

To qualify for admission to the first year of the course, an applicant must have normally successfully completed a course of study at Year 12 or equivalent, including at least a grade average of D or above in English, or be eligible for special admission.

In the case of students articulating from TAFE courses, graduates from TAFE human services oriented courses, such as diploma courses in welfare, community justice, community development, financial counselling, youth and child care, and certificate or advanced certificate courses in home and community care, residential and community services, and legal practice, applicants will be granted advanced standing in the course depending on the level of their qualifications and nature of the course undertaken. In the case of TAFE diploma courses in welfare, community justice, and community development, the advanced standing would generally be from 12 to 18 months of the degree depending on the course; in the case of other TAFE courses it would generally be from six to 12 months depending on the course. In all cases, the final decision on advanced standing would be made at the discretion of the Course Co-ordinator, taking into account the academic history and human service work experience of the applicant.

**BACHELOR OF ARTS (COMMUNITY DEVELOPMENT) AUSTRALIAN STREAM**

**Course Code** ABSC (Australian Stream)

**Campus** St Albans and Footscray

**Course Description and Objectives**

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

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Electives may not be offered every year.

Career Prospects
The Australian Stream is designed for students who intend working in Australian community work contexts.

Course Duration
Students undertaking the Australian Stream normally enter at third-year level.

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

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

Course Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AUS)</th>
<th>Full Fee (AUS)</th>
</tr>
</thead>
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<td></td>
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<td>Semester 2</td>
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<td>ASA1024 APPLIED HUMAN RIGHTS</td>
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<td>plus one elective</td>
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</table>

Year 2

<table>
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<th>SC Band</th>
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<th>Full Fee (AUS)</th>
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<td>plus one elective</td>
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</table>
BACHELOR OF ARTS (CRIMINAL JUSTICE STUDIES) (I)

Course Code ABSJ

Campus Footscray Park

Course Description and Objectives
Criminal justice has become increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession, as well as the development of new knowledge and understandings in the social sciences and law, including 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 Structure
To be awarded the degree of Bachelor of Social Sciences (Criminal Justice Studies) students must successfully complete a total of 288 credit points. Students must complete 24 semester-length units of study. Students do not undertake more than six Arts Elective units of study overall.

Course Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Point</td>
<td>EFTSL</td>
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<tr>
<td>ASS1001 SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY</td>
<td>12</td>
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<tr>
<td>BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
<td>12</td>
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<tr>
<td>BLB1114 LEGAL RESEARCH METHODS</td>
<td>12</td>
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<td>Arts Elective 1</td>
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FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee (AUS)

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<tr>
<th>Semester 2</th>
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<th>Semester 4</th>
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<td>ASL1003 CRIMINAL JUSTICE SYSTEM</td>
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<td>BLO3352 LEGAL TOPICS B</td>
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<tr>
<td>Arts Elective 2</td>
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Year 2

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<th>Semester 2</th>
<th>Semester 3</th>
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<td>ASS2009 MAKING MODERN IDENTITIES</td>
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<tr>
<td>ASL2001 TECHNOLOGY AND LAW</td>
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<tr>
<td>BLB1115 TORTS</td>
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<td>Arts Elective 3</td>
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<td>ASL2003 ETHICS</td>
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<tr>
<td>ASS2013 SOCIOLOGY OF THE BODY</td>
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<tr>
<td>BLB3128 CRIMINAL LAW</td>
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<td>Arts Elective 4</td>
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Year 3

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<th>Semester 1</th>
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<th>Semester 3</th>
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</thead>
<tbody>
<tr>
<td>ASS3009 SOCIOLOGY OF LAW</td>
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<tr>
<td>BLB3136 FAMILY LAW IN SOCIETY</td>
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<td>Arts Elective 5</td>
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<tr>
<td>Law Elective 1</td>
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<tr>
<td>ASL3002 LAW AND GOVERNANCE</td>
<td>12</td>
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<tr>
<td>ASS3007 SPACE, KNOWLEDGE AND POWER</td>
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<tr>
<td>AXF3001 PROFESSIONAL AND CAREER DEVELOPMENT</td>
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</tr>
<tr>
<td>Arts Elective 6</td>
<td></td>
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</tr>
</tbody>
</table>

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

Course Description and Objectives
The three-year Bachelor of Arts (Legal Studies) degree aims to provide a broad education in aspects of the law and a variety of legal issues which complement studies in arts and social sciences. The course also provides 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 (9 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:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Major – Unit of Study 1</td>
<td>BLB1114 LEGAL RESEARCH METHODS</td>
<td>BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
</tr>
<tr>
<td>Arts Elective 1</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
<td>12</td>
<td>0.1250</td>
</tr>
<tr>
<td>Arts Major – Unit of Study 2</td>
<td>Arts Elective 2</td>
<td>BLO3352 LEGAL TOPICS B</td>
</tr>
<tr>
<td>Arts Elective 2</td>
<td>12</td>
<td>0.1250</td>
</tr>
</tbody>
</table>
Business of Law Elective 1 (students should do BLO1105 Business Law if taking the Law elective to satisfy prerequisite for further Law units).

Year 2

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

AXF3001 PROFESSIONAL AND CAREER DEVELOPMENT 12 0.1250 1 $510 $637 $1,430

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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

BACHELOR OF ARTS (ADVOCACY & MEDIATION) (I)

Course Code ABSM

Campus Footscray Park

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

Students will complete both an advocacy/mediation major and a sociology/social policy major. The course also includes social research, human services 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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASS1001 SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td></td>
<td>BLB1101 AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
</tr>
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<td></td>
<td>BLB1114 LEGAL RESEARCH METHODS</td>
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<tr>
<td></td>
<td>ASS1002 SOCIOLOGY 1B: MANAGING NORMALITY</td>
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<td>AXF1002 KNOWING AND KNOWLEDGE B</td>
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<td>BLO3352 LEGAL TOPICS B</td>
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<tr>
<td></td>
<td>Arts Elective 2 (Year 1)</td>
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<tr>
<td></td>
<td>ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
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<td>ASM2002 RESTORATIVE JUSTICE</td>
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<td>ASS2013 SOCIOLOGY OF THE BODY</td>
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<td>BLO2207 EMPLOYMENT LAW</td>
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<td>Arts Elective 4 (Year 1 or 2)</td>
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<td></td>
<td>BLO3332 ADMINISTRATIVE LAW</td>
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<td></td>
<td>ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1</td>
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<td>Arts Elective 5 (Year 2 or 3 level)</td>
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<td>ASM2001 MEDIATION</td>
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<tr>
<td></td>
<td>ASL3002 LAW AND GOVERNANCE</td>
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<tr>
<td></td>
<td>ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2</td>
</tr>
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<td></td>
<td>Arts Elective 6 (Year 2 or 3 level)</td>
</tr>
</tbody>
</table>

Career Prospects

The course equips students with the skills and understandings for a range of strategies, including mediation, conflict resolution and advocacy. As such the course is also relevant to a wide range of government and non-government positions, which involve conflict or dispute settlement as a key responsibility. Graduates go into such positions as: community legal centre workers and co-ordinators, police community liaison officers, welfare 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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

BACHELOR OF SOCIAL WORK (PRELIMINARY YEAR) (I)

Course Code ABSP

Campus St Albans

Course Description and Objectives

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

Course Duration

One year full-time or two years part-time.

Course Requirements

Students must complete a total of 96 credit points including the following:

- complete two units of study in either Psychology and/or Sociology;
- complete two first-year foundation units of study;
- complete two or four Arts electives (depending on whether both Psychology and Sociology are undertaken)

Course Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>AXF1001 KNOWING AND KNOWLEDGE A</td>
</tr>
<tr>
<td></td>
<td>APP1012 PSYCHOLOGY 1A</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>ASS1012 SOCIOLOGY 1A: INTRODUCTION TO AUSTRALIAN SOCIETY AND CULTURES</td>
</tr>
<tr>
<td></td>
<td>Elective (if you choose to do both Sociology and Psychology, then you only need to do two electives, one in each semester.)</td>
</tr>
</tbody>
</table>

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The objectives of the liberal arts component of the BSW course at Victoria University are:

- 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.

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

- 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.

### 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.

### Admission Requirements

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

### BACHELOR OF SOCIAL WORK (I)

**Course Code** ABUW

**Campus** St Albans

**Course Description**

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 an individual, family, and community level 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, which are used to strengthen the problem-solving capacity of individuals, groups, and communities, and 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 and social planning, program 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 fieldwork placements in different human services agency settings.

The Bachelor of Social Work is a total of four years full-time study (part-time). 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.

The Bachelor of Social Work course is accredited by the Australian Association of Social Workers.

**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 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.

(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 the welfare state as a social institution in the Australian context, emphasising its origins, ideological bases, development, functions, contradictions, administrative forms, and methods of evaluating its impact on society – particularly its impact on oppressed groups such as poor people, women, Aborigines, people of colour and people with disabilities;
- 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) offered at Victoria University or equivalent degree courses at other universities. Applications for the Preliminary Year are through VTAC, with a Victoria University supplementary form being filled out.

<table>
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<tr>
<th>Semester 2</th>
<th>Credit Points</th>
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<td>and/or</td>
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</table>

*Offered at Footscray Park Campus only.*
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 (2) Field Education placements.

<table>
<thead>
<tr>
<th>Credit Point</th>
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Year 3

- ASW3100LAW, ADVOCACY AND HUMAN RIGHTS | 12 | 0.1250 | 3 | $850 | $1,062 | $2,083 |
- ASW3101SKILLS FOR SOCIAL WORK DIRECT PRACTICE | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW3102CRITICAL SOCIAL WORK THEORIES | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW3201FIELD EDUCATION 1 | 24 | 0.2000 | 1 | $815 | $1,019 | $2,289 |
- ASW3202FIELD EDUCATION 1: INTEGRATIVE SEMINAR | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

Year 4

- ASW4044COMMUNITY DEVELOPMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4092SOCIAL WORK RESEARCH 2 | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4093SOCIAL POLICY ANALYSIS: CURRENT ISSUES | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4290FIELD EDUCATION 2 | 24 | 0.2500 | 1 | $1,019 | $1,274 | $2,861 |
- ASW4291FIELD EDUCATION 2: INTEGRATIVE SEMINAR | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW5001SOCIAL WORK HONOURS | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW5002SOCIAL WORK HONOURS: SEMINAR | 24 | 0.2000 | 1 | $815 | $1,019 | $2,289 |

Students are to choose 2 electives from the list below

- ASW4047SOCIAL PLANNING AND PROGRAM DEVELOPMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4048HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4049SOCIAL WORK WITH SCHOOLS | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4050STATUTORY SOCIAL WORK | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
- ASW4051SUPERVISION PRACTICE IN SOCIAL WORK | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |

BACHELOR OF ARTS (INTERNATIONAL STUDIES) (I)

Course Code ABXI

Campus Footscray Park

Course Description and Objectives

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

Course Duration

Three years full-time or part-time equivalent

Course Requirements

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

Course structure

For a normal full-time load:

Year 2

Continuing students only

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
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) (I)
Course Code AGAI
Campus Footscray Park
Course Description
The Certificate/Diploma of Arts (Politics and International Studies) is a broad-ranging liberal academic activity focusing on one of the most central of the social sciences – politics. The course is open to graduates seeking to qualify for entry to education (teaching) programs or graduates seeking to refresh or upgrade their academic credentials in this area.

Course Objectives
The 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 Certificate is one semester full-time or two semesters part-time and the Graduate Diploma is two semesters full-time or four semesters part-time. Students may exit from the course after:

• one semester full-time with a Graduate Certificate;
• one year full-time with a Graduate Diploma.

Course Requirements
To qualify for the Graduate Certificate in Arts (Politics and International Studies) students must complete a total of 60 credit points.
To qualify for the Graduate Diploma in Arts (Politics and International Studies) students must complete a total of 96 credit points.

Course Structure

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<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005</th>
<th>From 2005</th>
<th>Full Fee</th>
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GRADUATE DIPLOMA IN ASIAN AND PACIFIC STUDIES (I)
Course Code AGAS
Campus Footscray Park
Course Description
This course is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Community Development Stream
The course 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 (Community Development stream only).
Course Duration
The duration of the Graduate Certificate is one semester full-time (or equivalent) and the Graduate Diploma is one year full-time (or equivalent). The duration of the Masters degree is two years full-time (or its equivalent). Students may exit the program after:
- one semester full-time equivalent with a Graduate Certificate;
- one year full-time equivalent with a Graduate Diploma
- two years full-time equivalent with a Masters Degree.

Course Requirements
- to qualify for the Graduate Certificate in Asian and Pacific Studies (either stream), students must complete a total of 48 credit points;
- to qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points; and
- to qualify for the Master of Arts in Asian and Pacific Studies (either stream), students must complete a total of 192 credit points.

Course Structure

Graduate Certificate in Asian & Pacific Studies
Course Code ATAS – Normal full-time load

Year 1

Semester 1
- AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC' 12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
- ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430

plus one elective

Graduate Diploma in Asian & Pacific Studies
Course Code AGAS- Normal full-time load

Year 1

Semester 1
- AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC' 12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
- ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430

plus one elective

Semester 2
- AAA5002 RESEARCH METHODS 12 0.1250 1 $510 $637 $1,430
- AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430

plus two electives

Master of Arts in Asian & Pacific Studies
Course Code AMAS

Year 1

Semester 1
- AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC' 12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
- ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430

plus one elective

Semester 2
- AAA5002 RESEARCH METHODS 12 0.1250 1 $510 $637 $1,430
- AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430

plus two electives

Year 2

Option 1

Semester 1
- One elective

AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

Semester 2
- One elective

AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

Option 2

Semester 1
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722

Semester 2
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722

Option 3

Year 1

Semester 1
- One elective

AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151

Semester 2
- One elective

AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

Year 2

Semester 1
- AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151

Semester 2
- AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

For full-time students, the thesis is taken over two years.
Course Structure (Community Development Stream)
Graduate Certificate in Asian & Pacific Studies (Community Development Stream)
- Course Code ATIC - Normal full-time load
To undertake the Graduate Certificate course, students will be required to complete the equivalent of semester one of the Graduate Diploma.
Graduate Diploma in International Community Development
- Course Code AGIC – Normal full-time load
Master of Arts in International Community Development
- Course Code AMIC – Normal full-time load

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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 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 Asian and Pacific Studies before entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies.

Course Fees
General
Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University’s Annual General Service Fee.

Community Development
The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT

Course Code AGIC

Campus St Albans

General Stream
The course is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Community Development Stream
The program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Course Objectives
The aims of the programs are to provide graduates with:
- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific society and culture;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region (Community Development stream only).

Course Duration
The duration of the Graduate Certificate is one semester full-time (or equivalent) and the Graduate Diploma is one year full-time (or equivalent). The duration of the Masters Degree is two years full-time (or its equivalent). Students may exit the program after:
- one semester full-time equivalent with a Graduate Certificate;
- one year full-time equivalent with a Graduate Diploma;
- two years full-time equivalent with a Masters Degree.

Course Requirements
- to qualify for the Graduate Certificate in 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 (General Stream)

Graduate Certificate in International Community Development
Course Code ATAS – Normal full-time load

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC'</td>
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</table>

Graduate Diploma in Asian & Pacific Studies
Course Code AGAS – Normal full-time load

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC'</td>
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Master of Arts in Asian & Pacific Studies
Course Code AMAS

<table>
<thead>
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<th>Semester 1</th>
</tr>
</thead>
<tbody>
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<td>12</td>
</tr>
<tr>
<td>plus one elective</td>
<td></td>
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</tbody>
</table>
### Course Structure (Community Development Stream)

**Graduate Certificate in International Community Development**

- Course Code ATIC – Normal full-time load

To undertake the Graduate Certificate course, students will be required to complete the equivalent of one semester of the Graduate Diploma.

**Graduate Diploma in International Community Development**

- Course Code AGIC – Normal full-time load

**Master of Arts in International Community Development**

- Course Code AMIC – Normal full-time load

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### Year 1

#### Semester 1

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>EFTSL</th>
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#### Semester 2

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### Year 2

#### Option 1

#### Semester 1

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#### Option 2

#### Semester 1

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<td>$2,039</td>
<td>$2,548</td>
<td>$5,722</td>
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### Arts electives may be chosen for either stream from the following units of study. Electives chosen from other Faculties will be deemed 30 credit points each. Only a selection of these units of study will be offered each year.

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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</table>
be employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

- The programs in Public Advocacy and Action include:

  **Course Objectives**

  - developing professional skills in advocacy project management, financing, campaigning, evaluation, conflict resolution and negotiation through a variety of teaching and learning strategies;
  - developing advanced skills of analysis and critique relevant to both professional practice and research.

  **Course Duration**

  - Graduate Certificate of Public Advocacy and Action
    - One year part-time over three semesters
  - Graduate Diploma of Public Advocacy and Action
    - One year over three semesters
    - Four semesters full-time, including one summer residential and two semesters in the first year of study or part-time equivalent.

  **Course Requirements**

  - To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.
  - To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points.
  - To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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.

---

**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.

- **Course Fees**

  - General Stream
    - Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's Annual General Service Fee.
  - Community Development Stream
    - The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

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**GRADUATE DIPLOMA OF PUBLIC ADVOCACY AND ACTION**

**Course Code AGSA**

**Campus** St Albans/Online and distance mode

**Course Description**

This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human rights and environment areas. Given the significant increases in both the number of civil society initiatives and organisations, and the global scope of their activities over the past 20 years, this Masters program will be at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of organisations, so these technologies will provide 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 three semesters
- Graduate Diploma of Public Advocacy and Action
  - One year over three semesters
  - Master of Public Advocacy and Action
  - Four semesters full-time, including one summer residential and two semesters in the first year of study or part-time equivalent.

**Course Requirements**

- To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.
- To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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 Requirements**

- To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.
- To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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 Code AGSA**

**Campus** St Albans/Online and distance mode

**Course Duration**

- Graduate Certificate of Public Advocacy and Action
  - One year part-time over three semesters
- Graduate Diploma of Public Advocacy and Action
  - One year over three semesters
  - Master of Public Advocacy and Action
  - Four semesters full-time, including one summer residential and two semesters in the first year of study or part-time equivalent.

**Course Requirements**

- To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.
- To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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 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**
- ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION 12 0.1250 1 $510 $637 $1,430
- ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430

**Semester 2**
- ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12 0.1250 1 $510 $637 $1,430

### Graduate Diploma in Public Advocacy & Action

#### Year 1

**Semester 1**
- ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION 12 0.1250 1 $510 $637 $1,430
- ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
- ASA5025 PUBLIC ADVOCACY INTERNSHIP 12 0.1250 1 $510 $637 $1,430
  or one elective from approved list

**Semester 2**
- ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12 0.1250 1 $510 $637 $1,430
- ASA5025 PUBLIC ADVOCACY INTERNSHIP 12 0.1250 1 $510 $637 $1,430
  plus one Research elective
  plus one Financial or Project Management elective

### Master of Public Advocacy and Action

**Option 1**
- ASA6035 MINOR RESEARCH THESIS 48 0.5000 1 $2,039 $2,548 $5,722
  or
- ASA6030 MINOR RESEARCH THESIS (PART-TIME) 24 0.2500 1 $1,019 $1,274 $2,861
  or
- ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME) 24 0.2500 1 $1,019 $1,274 $2,861
  plus two electives chosen from the available electives for 2008.
  or
- ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME) 12 0.1250 1 $510 $637 $1,430
  plus two electives chosen from the available electives for 2008

**Option 2**
- ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME) 24 0.2500 1 $1,019 $1,274 $2,861
  plus two electives chosen from the available electives for 2008.
  or
- ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME) 12 0.1250 1 $510 $637 $1,430
  plus two electives chosen from the available electives for 2008

### Admission Requirements
Normally a three-year first degree or equivalent. Each application will be individually considered and applicants may be interviewed.

### Course Fees
This course is offered on a full fee-paying basis. The PELS loan scheme is available to Australian citizens and residents.

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**GRADUATE DIPLOMA IN COMMUNITY SERVICES (I)**

**Course Code**: AGSS

**Campus**: Footscray Park (with several optional units of study at St Albans and City Flinders)

**Course Description**
This program offers postgraduate awards at three levels of advanced professional practice in community services, each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice.

**Course Objectives**
The courses are predicated on the understanding of Advanced Practice as the integration of superior knowledge and skills across many fronts – supervision of professional staff, management, influencing 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.
MA (Community Services)
- Eighteen months full-time or three years part-time.

**Course Requirements**
Graduate Certificate in Community Services
- 48 credit points (four units of study consisting of ASH5001 Community Services (Ideologies in Practice) plus three other units from at least two subject streams.)

Graduate Diploma in Community Services
- 96 credit points (eight units of study, consisting of core units ASH5001 Community Services (Ideologies in Practice) and ASH5002 Integrating Theory, Research & Practice in Community Services plus six other units from at least two subject streams.)
Master of Arts (Community Services)
- 144 credit points (ie. Graduate Diploma in Community Services, including one unit of study from a research methods stream, plus thesis proposal & minor thesis of 20,000-30,000 words.

Community Services
- Core units – ASH5001 Community Services (Ideologies in Practice), ASH5002 Integrating Theory, Research & Practice in Community Services.
- Practice Issues, Skills & 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 of study with program co-ordinator.

Course Structure

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit Point</th>
<th>EFTSL</th>
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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
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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Admission requirements
Graduate Certificate in Community Services:
- completion at honours level of an undergraduate degree in community services (such as BA (Human Services); BA (Community Development); Bachelor of Social Work); or
- completion of an undergraduate degree in community services (such as BA (Human Services); BA (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.

MA (Community Services):
- completion of the Graduate Diploma in Community Services, including two research methods units, with marks in at least two units of 70% or higher.

MASTER OF ARTS IN ASIAN AND PACIFIC STUDIES (I)

Course Code AMAS

Campus Footscray Park

General Stream
The program is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Community Development Stream
The program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.
Course Objectives
The aims of the programs are to provide graduates with:
• a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific 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 its equivalent). Students may exit the program after:
• one semester full-time equivalent with a Graduate Certificate;
• one year full-time equivalent with a Graduate Diploma;
• two years full-time equivalent with a Masters Degree.

Course Requirements
• to qualify for the Graduate Certificate in Asian and Pacific Studies (either stream), students must complete a total of 48 credit points;
• to qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points; and
• to qualify for the Master of Arts in Asian and Pacific Studies (either stream), students must complete a total of 192 credit points.

Course Structure

**General Stream**

**Graduate Certificate in Asian and Pacific Studies**
Course Code ATAS – Normal full-time load

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<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Credit Point</th>
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**Graduate Diploma in Asian & Pacific Studies**
Course Code AGAS – Normal full-time load

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|            | plus two electives | | | | | | |

**Master of Arts in Asian & Pacific Studies**
Course Code AMAS

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### FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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<td>$4,291</td>
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For full-time students, the thesis is taken over two years.

### Course Structure

#### Community Development Stream

Graduate Certificate in Asian & Pacific Studies (Community Development stream)
- Course Code ATSP – Normal full-time load
- To undertake the Graduate Certificate course, students will be required to complete the equivalent of one semester of the Graduate Diploma.

Graduate Diploma in Asian & Pacific Studies (Community Development stream)
- Course Code AGSP – Normal full-time load

Master of Arts in Asian & Pacific Studies (Community Development stream)
- Course Code: AMSP – Normal full-time load

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<td>1 $2,039 $2,548</td>
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</table>

Arts electives may be chosen for either stream from the following units of study. Electives chosen from other faculties will be deemed 30 credit points each. Only a selection of these units of study will be offered each year.

| AAA5012 ASIAN CULTURES AND LITERATURES | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| AAA5017 BUSINESS CULTURES IN ASIA | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA12  | 0.1250 | 1 $510 $637 | $1,430 |
| ACZ1001 CHINESE 1A | 12  | 0.1250 | 1 $510 $637 | $1,430 |
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| ACV2002 INTERMEDIATE VIETNAMESE B | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| ACV3011 VIETNAMESE FOR BUSINESS | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| ACV3022 VIETNAMESE FILM AND MEDIA | 12  | 0.1250 | 1 $510 $637 | $1,430 |
| ACA6005 ASPECTS OF LANGUAGE: STRUCTURE AND USE | 12  | 0.1250 | 1 $510 $637 | $1,430 |

### 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.

Course Fees
General Stream
- Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's Annual General Service Fee.

Community Development Stream
- The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

MASTER OF SOCIAL SCIENCE – (FORENSIC AND CRIME STUDIES)

Course Code AMFC

Campus Footscray Park and City Flinders

Course Description
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 Duration

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<thead>
<tr>
<th>Year 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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Entrance Requirements
- Relevant undergraduate degree

Course Fees
- This is a full-fee paying Masters by Coursework program/PELS.

MASTER OF ARTS IN INTERNATIONAL COMMUNITY DEVELOPMENT

Course Code AMIC

Campus St Albans

Course Description
General Stream
The program is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Community Development Stream
The program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Course Objectives
- The aims of the programs are to provide graduates with:
  - a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific 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 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

General Stream

Graduate Certificate in Asian & Pacific Studies
Course Code ATAS – Normal full-time load

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective

Graduate Diploma in Asian & Pacific Studies
Course Code AGAS – Normal full-time load

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective
Semester 2
AAA5002 RESEARCH METHODS 12 0.1250 1 $510 $637 $1,430
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430
plus two electives

Master of Arts in Asian & Pacific Studies
Course Code AMAS

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective
Semester 2
AAA5002 RESEARCH METHODS 12 0.1250 1 $510 $637 $1,430
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430
plus two electives
Year 2
Option 1
Semester 1
One elective
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Semester 2
One elective
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Option 2
Semester 1
AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722
Semester 2
AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722
Option 3
Year 1
Semester 1
One elective
AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151
Semester 2
One elective
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Year 2
Semester 1
AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151
Semester 2
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
For full-time students, the thesis is taken over two years.
## Course Structure

### Community Development Stream
- **Graduate Certificate in International Community Development**
  - Course Code ATIC-
  - Normal full-time load
- **Graduate Diploma in International Community Development**
  - Course Code AGIC – Normal full-time load
- **Master of Arts in International Community Development**
  - Course Code AMIC- Normal full-time load

### Year 1

#### Semester 1
- **AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC'**
  - Credit: 12
  - EFTSL: 0.1250
  - SC Band: 1
  - 2005 Pre Full Fee: $510 $637 $1,430

#### Semester 2
- **ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE**
  - Credit: 12
  - EFTSL: 0.1250
  - SC Band: 1
  - 2005 Pre Full Fee: $510 $637 $1,430

### Year 2

#### Option 1
- **Semester 1**
  - One elective
  - **ASA6001 PROFESSIONAL PROJECT (FULL-TIME)**
    - Credit: 36
    - EFTSL: 0.3750
    - SC Band: 1
    - 2005 Pre Full Fee: $1,529 $1,911 $4,291

#### Option 2
- **Semester 1**
  - **AAA6002 THESIS (FULL-TIME)**
    - Credit: 48
    - EFTSL: 0.5000
    - SC Band: 1
    - 2005 Pre Full Fee: $2,039 $2,548 $5,722

### 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 program.
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 Asian and Pacific Studies before entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies.

Course Fees

General Stream
- Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's Annual General Service Fee.

Community Development Stream
- The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

MASTERS OF PUBLIC ADVOCACY AND ACTION

Course Code AMSA

Campus St Albans/Online and distance mode

Course Description

This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human rights and environment areas. Given the significant increases in both the number of civil society initiatives and organisations, and the global scope of their activities over the past 20 years, this Masters program will be at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of organisations, so these technologies will be employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

Course Objectives

The programs in Public Advocacy and Action aims include:
- providing an opportunity for experienced advocates and activists for social change to undertake structured studies to both build upon their skills and facilitate critical reflection and practice;
- enabling students to theorise and understand contemporary forms of global civic engagement;
- 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 three semesters

Graduate Diploma of Public Advocacy and Action
- One year over three semesters

Master of Public Advocacy and Action
- Four semesters full-time, including one summer residential and two semesters in the first year of study or part-time equivalent.

Course Requirements

To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.

To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Points</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>$510</td>
<td>$637 (AUS)</td>
<td>$1,430 (AUS)</td>
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SCHOOL OF SOCIAL SCIENCES

Credit Point EFTSL SC Band Pre 2005 From 2005 Full Fee
(AUS) (AUS)

ASA5025 PUBLIC ADVOCACY INTERNSHIP
plus one Research elective
plus one Financial or Project Management elective
Master of Public Advocacy and Action
Option 1
ASA6035 MINOR RESEARCH THESIS
or
ASA6030 MINOR RESEARCH THESIS (PART-TIME)
Option 2
ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME)
plus two electives chosen from the available electives for 2008.
or
ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME)
plus two electives chosen from the available electives for 2008.

Admission Requirements
Normally a three-year degree or equivalent. Each application will be individually considered and applicants may be interviewed.

Course Fees
This course is offered on a full-fee paying basis. The PELS loan scheme is available to Australian citizens and residents.

MASTER OF ARTS (COMMUNITY SERVICES) (I)
Course Code AMSS
Campus Footscray Park (with several optional units of study at St Albans & City Flinders)
Course Description
This course 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, refuge 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 of study consisting of ASH5001 Community Services (Ideologies in Practice) plus three other units from at least two subject streams).
Graduate Diploma in Community Services
- 96 credit points (eight units of study, consisting of core units ASH5001 Community Services (Ideologies in Practice) and ASH5002 Integrating Theory, Research & Practice in Community Services plus six other units from at least two subject streams).
Master of Arts (Community Services)
- 144 credit points (ie. 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 of study – ASH5001 Community Services (Ideologies in Practice), ASH5002 Integrating Theory, Research & Practice in Community Services.
Practice Issues, Skills & 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

ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES
ASM5020 THE CHALLENGES OF SOCIAL TRANSFORMATION
AFT5080 CROSS-CULTURAL ISSUES IN COUNSELLING
AFT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING
ASH5221 NEGOCIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS
APM5015 COMMUNITY DEVELOPMENT SKILLS
BM0568 TEAMWORKING
BM06624 ORGANISATION CHANGE MANAGEMENT

Admission Requirements
Normally a three-year degree or equivalent. Each application will be individually considered and applicants may be interviewed.

Course Fees
This course is offered on a full-fee paying basis. The PELS loan scheme is available to Australian citizens and residents.
## 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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<th>Name</th>
<th>Credit</th>
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## Research Methods
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
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<td>$1,430</td>
</tr>
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</table>

## 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 Arts (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 Arts (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 70% or higher.

## MASTER/DOCTORATE IN SOCIAL WORK

### Course Code
AMSW/AZSW

### Campus
St Albans

### Description and Course Objectives
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 Duration
Two years – Full Time (or Part Time equivalent) for the Masters. 3 Years full-time (or part-time equivalent) for the Doctorate.

### Course Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Code</th>
<th>Name</th>
<th>Credit</th>
<th>EFTSL</th>
<th>SC Band</th>
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### Year 2 (Masters Level)

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### Year 2 (Doctorate Level)

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<td>0.500</td>
<td>1</td>
<td>$2,039 $2,548</td>
<td>$5,722</td>
</tr>
</tbody>
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### Admission Requirements
Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.
GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES (I)

Course Code ATAS

Campus Footscray Park

General Stream
This program is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Community Development Stream
This program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

Course Objectives
The aims of the programs are to provide graduates with:
• a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific society and culture;
• skills sufficient to analyse data and texts relating to the above;
• 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 (either stream), students must complete a total of 48 credit points;
• to qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points; and
• to qualify for the Master of Arts in Asian and Pacific Studies (either stream), students must complete a total of 192 credit points.

Course Structure

Graduate Certificate in Asian & Pacific Studies
Course Code ATAS – Normal full-time load

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective

Graduate Diploma in Asian & Pacific Studies
Course Code AGAS – Normal full-time load

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective
Semester 2
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430
plus two electives

Master of Arts in Asian & Pacific Studies
Course Code AMAS

Year 1
Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430
ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430
plus one elective
Semester 2
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430
plus two electives

Option 1
Year 2
Semester 1
one elective
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Semester 2
one elective
AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Option 2
Semester 1
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722
Semester 2
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722

Option 3
Year 1
Semester 1
one elective
- AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151
Semester 2
- AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

Year 2
Semester 1
- AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151
Semester 2
- AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291

For full-time students, the thesis is taken over two years.

Course Structure
Graduate Certificate in Asian & Pacific Studies (Community Development stream)
- Course Code ATSP – Normal full-time load
To undertake the Graduate Certificate course, students will be required to complete the equivalent of one semester of the Graduate Diploma.
Graduate Diploma in Asian & Pacific Studies (Community Development stream)
- Course Code AGSP – Normal full-time load
Master of Arts in Asian & Pacific Studies (Community Development stream)
- Course Code AMSP – Normal full-time load

Year 1
Semester 1
- AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC' 12 0.1250 1 $510 $637 $1,430
or elective
- AS5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12 0.1250 1 $510 $637 $1,430
- ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430
plus one elective
Semester 2
- AAA5002 RESEARCH METHODS 12 0.1250 1 $510 $637 $1,430
- ASA5022 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12 0.1250 1 $510 $637 $1,430
Planning and Management
- ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12 0.1250 1 $510 $637 $1,430
plus one elective
Option 1
Year 2
Semester 1
one elective
- ASA6001 PROFESSIONAL PROJECT (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Semester 2
one elective
- ASA6001 PROFESSIONAL PROJECT (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291
Option 2
Year 1
Semester 1
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722
Semester 2
- AAA6002 THESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722

Arts electives may be chosen for either stream from the following units of study. Electives chosen from other faculties will be deemed 30 credit points each. Only a selection of these units will be offered each year.

AAA5012 ASIAN CULTURES AND LITERATURES 12 0.1250 1 $510 $637 $1,430
AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12 0.1250 1 $510 $637 $1,430
AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12 0.1250 1 $510 $637 $1,430
AAA5017 BUSINESS CULTURES IN ASIA 12 0.1250 1 $510 $637 $1,430
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430
ACZ1001 CHINESE 1A 12 0.1250 1 $510 $637 $1,430
ACZ1002 CHINESE 1B 12 0.1250 1 $510 $637 $1,430
ACZ2001 CHINESE 2A 12 0.1250 1 $510 $637 $1,430
ACZ2002 CHINESE 2B 12 0.1250 1 $510 $637 $1,430
ACZ3001 CHINESE 3A 12 0.1250 1 $510 $637 $1,430
ACZ3002 CHINESE 3B 12 0.1250 1 $510 $637 $1,430
ACZ3011 CHINESE PEOPLE AND BELIEFS 12 0.1250 1 $510 $637 $1,430
ACZ3012 CHINESE FILM AND STORIES 12 0.1250 1 $510 $637 $1,430
ACJ1001 INTRODUCTION TO JAPANESE 12 0.1250 1 $510 $637 $1,430
### 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.

**Entry to Master of Arts Program**
- Normally, students who complete Graduate Diploma units 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.

### Course Fees

**General Stream**
- Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's Annual General Service Fee.

**Community Development Stream**
- The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.

### GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES (COMMUNITY DEVELOPMENT STREAM) (I)

#### Course Code

**ATIC**

#### Campus

**St Albans**

#### General Stream

This program is designed for those students who wish to continue their focus on Asian and/or Pacific Studies from an undergraduate level or who have completed an undergraduate degree or equivalent in another discipline and wish to complement their knowledge with studies of Asia and the Pacific. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

#### Community Development Stream

This program provides community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region. The key focus areas of the program include: theoretical and practical community development approaches; project planning and management; research skills (including participatory rapid appraisal); an understanding of the social, political and economic contexts and issues in Asia and the Pacific; and an opportunity to put theory into practice through a professional project. Students normally enrol in the Graduate Certificate program and then proceed to the Graduate Diploma program. Students may then enter the Masters program, depending on the results they have achieved.

#### Course Objectives

The aims of the programs are to provide graduates with:
- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific society and culture;
- skills sufficient to analyse data and texts relating to the above;
- 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 (either stream), students must complete a total of 48 credit points;
- to qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points; and
- to qualify for the Master of Arts in Asian and Pacific Studies (either stream), students must complete a total of 192 credit points.
### Course Structure – General Stream

#### Graduate Certificate in Asian & Pacific Studies

Course Code ATAS – Normal full-time load

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430</td>
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<tr>
<td></td>
<td>ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430</td>
</tr>
<tr>
<td></td>
<td>ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430</td>
</tr>
<tr>
<td></td>
<td>plus one elective</td>
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</tbody>
</table>

#### Graduate Diploma in Asian & Pacific Studies

Course Code AGAS – Normal full-time load

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430</td>
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<tr>
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<td>ASA5022 APPROACHES TO GLOBALISATION 12 0.1250 1 $510 $637 $1,430</td>
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<tr>
<td></td>
<td>ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430</td>
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<td>plus one elective</td>
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<table>
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<tbody>
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<td>AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430</td>
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<td>plus two electives</td>
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</table>

#### Master of Arts in Asian & Pacific Studies

Course Code AMAS

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<th>Semester 1</th>
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<tbody>
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<td>AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12 0.1250 1 $510 $637 $1,430</td>
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<td>ASS5002 OCEANIA IN THE MODERN WORLD 12 0.1250 1 $510 $637 $1,430</td>
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<table>
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</thead>
<tbody>
<tr>
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<tr>
<td>AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12 0.1250 1 $510 $637 $1,430</td>
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<td>plus two electives</td>
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#### Option 1

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<tbody>
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<tr>
<td>AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291</td>
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<table>
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<tbody>
<tr>
<td>one elective</td>
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#### Option 2

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<tbody>
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<td>AAA6002 TESIS (FULL-TIME) 48 0.5000 1 $2,039 $2,548 $5,722</td>
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<table>
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<tbody>
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#### Option 3

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</tr>
<tr>
<td>AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>one elective</td>
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</table>

#### Year 2 | Semester 1 |
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<tr>
<td>AAA6005 MINOR THESIS (PART-TIME) 18 0.1880 1 $766 $958 $2,151</td>
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<tbody>
<tr>
<td>AAA6004 MINOR THESIS (FULL-TIME) 36 0.3750 1 $1,529 $1,911 $4,291</td>
</tr>
</tbody>
</table>

For full-time students, the thesis is taken over two years.

### Course Structure (Community Development Stream)

#### Graduate Certificate in International Community Development

- Course Code ATIC – Normal full-time load

To undertake the Graduate Certificate course, students will be required to complete the equivalent of semester one of the Graduate Diploma.

#### Graduate Diploma in International Community Development

- Course Code AGIC – Normal full-time load

#### Master of Arts in International Community Development

- Course Code AMIC – Normal full-time load
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005</th>
<th>Full Fee</th>
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<td>AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC'</td>
<td>12</td>
<td>0.1250</td>
<td>1</td>
<td>$510</td>
</tr>
<tr>
<td>or elective</td>
<td>ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE</td>
<td>12</td>
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<td>1</td>
<td>$510</td>
</tr>
<tr>
<td>or elective</td>
<td>ASA5022 APPROACHES TO GLOBALISATION</td>
<td>12</td>
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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 Asian and Pacific Studies before entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies

Course Fees
General Stream
- Students undertaking this program will be charged through the Higher Education Contribution Scheme (HECS). Students will also be required to pay the University's Annual General Service Fee.

Community Development Stream
- The course is full-fee paying. Contact the Faculty of Arts, Education and Human Development for further details.
Graduate Certificate of Public Advocacy and Action

Course Code: ATSA

Campus: St Albans/Online and distance mode

Course Description:
This innovative postgraduate course has been specifically designed to enhance the knowledge of professionals working in international and local advocacy, community, human rights and environment areas. Given the significant increases in both the number of civil society initiatives and organisations, and the global scope of their activities over the past 20 years, this Masters program will be at the forefront of intellectual developments in this area. Just as global communications networks have enhanced the advocacy role of organisations, so these technologies will be employed in teaching and research to provide a global forum where civil society initiatives, skills and strategies can be discussed.

Course Objectives:
The 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 three semesters

Graduate Diploma of Public Advocacy and Action
• One year over three semesters

Master of Public Advocacy and Action
• Four semesters full-time, including one summer residential and two semesters in the first year of study or part-time equivalent.

Course Requirements:
To qualify for the Graduate Certificate in Public Advocacy and Action, students must complete a total of 48 credit points.
To qualify for the Graduate Diploma in Public Advocacy and Action, students must complete a total of 96 credit points. To progress from the Graduate Diploma to the Masters program, students must achieve a H2A or above in at least two 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.

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<thead>
<tr>
<th>Graduate Certificate in Public Advocacy &amp; Action</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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| Financial or Project Management Elective      |             |       |        |                          |               |
| ASA5025 PUBLIC ADVOCACY INTERNSHIP            | 12          | 0.1250| 1      | $510 $637                | $1,430        |
| ASA5025 PUBLIC ADVOCACY INTERNSHIP            | 12          | 0.1250| 1      | $510 $637                | $1,430        |
| plus one Research Elective                    |             |       |        |                          |               |
| plus one Financial or Project Management Elective |             |       |        |                          |               |

| Master of Public Advocacy and Action          |             |       |        |                          |               |
| Option 1                                      |             |       |        |                          |               |
| ASA6035 MINOR RESEARCH THESIS                 | 48          | 0.5000| 1      | $2,039 $2,548            | $5,722        |
| or                                            |             |       |        |                          |               |
| ASA6030 MINOR RESEARCH THESIS (PART-TIME)     | 24          | 0.2500| 1      | $1,019 $1,274            | $2,861        |

| Option 2                                      |             |       |        |                          |               |
| ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME)  | 24          | 0.2500| 1      | $1,019 $1,274            | $2,861        |
| plus two electives chosen from the available electives for 2008. |             |       |        |                          |               |
| or                                            |             |       |        |                          |               |
| ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME)  | 12          | 0.1250| 1      | $510 $637                | $1,430        |
| plus two electives chosen from the available electives for 2008. |             |       |        |                          |               |
### Management Electives

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### Financial or Project Management Electives

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### Masters Electives

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### Admission Requirements

Normally a three-year first degree or equivalent. Each application will be individually considered and applicants may be interviewed.

### Course Fees

This course is offered on a full-fee paying basis. The PELS loan scheme is available to Australian citizens and residents.

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**Graduate Certificate in Community Services (I)**

**Course Code**: ATSS

**Campus**: Footscray Park (with several optional units of study at St Albans and City Flinders)

**Course Description**: This program offers postgraduate awards at three levels of advanced professional practice in community services, each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice.

**Course Objectives**: The courses are predicated on the understanding of Advanced Practice as the integration of superior knowledge and skills across many fronts – supervision of professional staff, management, influencing 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) 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) and ASH5002 Integrating Theory, Research & Practice in Community Services plus six other units from at least two subject streams.)
- Master of Arts (Community Services)
  - 144 credit points (ie. 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), ASH5002 Integrating Theory, Research & Practice in Community Services

**Practice Issues, Skills & 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

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<thead>
<tr>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
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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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<th>Course Title</th>
<th>Credit Point</th>
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<tr>
<td>BMOS5520 ORGANISATION ANALYSIS AND BEHAVIOUR</td>
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<td>BMOS6509 LEADERSHIP AND CORPORATE GOVERNANCE</td>
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<td>$726 $908 $1,584</td>
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</tbody>
</table>

### Research Methods

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.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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</tbody>
</table>

### 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 of 70% or higher.

### MASTER OF HEALTH SCIENCE – AGED SERVICES (I)

**Course code** HTAS/HGAS/HGDC/HMSA

**Campus** City Flinders Lane (on campus students); Off-campus (distance education students)

**Course Objectives**

The aims of the Postgraduate programs are to equip graduates with the knowledge, skills and attitudes to:
- demonstrate professional leadership and management in aged and dementia care services in any health care setting;
- identify key areas and conduct research in aged or dementia care services;
- critique and analyse aged care services nationally and internationally;
- provide cost effective person-centred services to older people;
- understand current legislation;
- influence policy formulation and evaluation at local, state and national levels of governance;
- meet the educational, professional and development needs of staff in aged and dementia care;
- understand the legal and ethical ramifications of leadership and management in aged care services;
- demonstrate the capacity to study beyond the Master degree level.

**Course Offerings**

Post Graduate Programs in Aged Services

Incorporating:
- Graduate Certificate in Aged Services;
- Graduate Diploma in Aged Services Management;
- Graduate Diploma in Dementia Care and Service;
- Master of Health Science – Aged Services.

**Admission Requirements**

To qualify for admission to the course, applicants must normally hold a bachelor degree in a discipline related to health or community services. It would be desirable for applicants to have had experience working with people in aged and community services. Applicants who do not meet the normal admission requirements, but who can demonstrate extensive and relevant work experience will be considered for admission. Applicants may
be required to attend an interview and will need to demonstrate to an academic panel, adequate preparation to undertake studies at a postgraduate level.

**Program Duration**
Program is offered over 18 months full-time or part-time equivalent.

**Course Structure**

<table>
<thead>
<tr>
<th>Stream option 1: Aged Services Management</th>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core units of study for Optional Streams 1 and 2:</td>
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<td>ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING</td>
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<td>Stream option 2: Dementia Care and Services</td>
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<tr>
<td>Core units of study for Optional Streams 1 and 2:</td>
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<td>ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE</td>
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<td>ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES</td>
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<td>Stream option 1: Aged Services Management (Exit 1)</td>
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<td>ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT</td>
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<td>Stream option 2 (Exit 2)</td>
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<td>Graduate Certificate – Aged Services (Exit 1)</td>
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<tr>
<td>Applicants select two units of study from the core units and two units of study from either stream option 1 or 2 as listed below.</td>
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<tr>
<td>Master of Health Science – Aged Services (Exit 3)</td>
<td>(Minor Thesis, Industry-based Project or Coursework)</td>
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<td>1</td>
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<td>$1,274</td>
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<td>Completion of all 12 units of study in the two respective postgraduate programs: Graduate Diploma in Dementia Care and Service AND Graduate Diploma in Aged Services Management (Coursework).</td>
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**Advanced Standing**
Applicants with prior qualifications in an equivalent course who can demonstrate experience in aged services, may apply for Recognition of Prior Learning.

**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 (eg. 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:

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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<td>Year 1</td>
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<td>AAP2015 INTERNATIONAL RELATIONS</td>
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<td>AAP2012 CULTURE AND POLITICS IN INDONESIA</td>
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</tbody>
</table>
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

ASIAN STUDIES

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

The units of study in the Asian Studies major are:

<table>
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<th>Year 1</th>
<th>Semester 1</th>
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<tr>
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<td>AAA1007 ASIA ANTHROPOLOGICAL ISSUES</td>
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<td>AAA1003 AUSTRALIA IN ASIA</td>
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<td>AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES</td>
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<tr>
<td></td>
<td>AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA</td>
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</tbody>
</table>

To complete this Asian Studies major, students are required to complete eight units of study within this discipline. See co-ordinator for more specific details.

SOCIOLOGY

Campus Footscray Park

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

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

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

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

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

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
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<td>ASS3037</td>
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<td>ASS3037</td>
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<td>$510 $637</td>
<td>$1,430</td>
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</tbody>
</table>

SOCIOLOGY OF THE GLOBAL SOUTH

Campus St Albans

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:

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
<th>SC Band</th>
<th>Pre 2005 From 2005 (AU$)</th>
<th>Full Fee (AU$)</th>
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<tr>
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</table>

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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. On completion of these first-year units, students may continue on to either or both of the two major sequences. Successful completion of the core units of the two majors, together with two related electives, would give students a double major in Sociology.

**SOCIOLGY – POLICY STUDIES**

**Campus** St Albans

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:

<table>
<thead>
<tr>
<th>Credit Point</th>
<th>EFTSL</th>
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<td><strong>Year 1</strong></td>
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<td><strong>Year 3</strong></td>
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**Related Electives**

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**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 governmental power.

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.

The units in the Histories of the Present major are:

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### HISTORY

The History major offers studies in the modern history of Australia, Asia, Europe, South Africa and the United States. It is intended that students will not only develop specialised historical skills, but will come to appreciate the purposes of history and the contributions historians may make to an understanding of contemporary society. The major provides a sound basis for those wishing to teach the subject and contributes to a good general education. All 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:

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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.

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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 Reader available from the University bookshop.
Class Contact Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment Tutorial presentation 20%; Essay plan/bibliographic exercise 15%; Essay 35%; Examination 30%.

AAA1007 ASIA ANTHROPOLOGICAL ISSUES
Campus Footscray Park.
Prerequisite(s) Nil.
Content This 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 By the end of this unit of study students will:
• Develop a comparative understanding of culture and social formations;
• Be able to adapt anthropological knowledge to contemporary problems.
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 By the end of this unit of study, students will have:
• Gained a broad knowledge of classical and modern works of Asian literature and art;
• Developed an ability to analyse texts from other cultures;
• Developed an ability to respond to and write about non-Western art forms;
• Understood and analysed the relationship existing between art and social history;
• Developed an understanding of the formal structures of non-Western art forms.
Recommended Reading Bornoff, N 1991, Pink Samurai: the pursuit and politics of sex in Japan, Grafton, London. Dalby, L 1983, Geisha,

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%.

AAA2008 BUSINESS CULTURES IN 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 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 By the end of this unit of study, students will:

- Know the tenets of the main theories and approaches in cross-cultural communication, international management and the major criticisms of these;
- Be broadly familiar with the way of thinking and doing business in Asia, including Confucianism and the ancient war strategies (Sunzi-sa gfa), and their application to the business behaviour;
- Understand investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
- Be able to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (eg. joint venture or wholly owned venture);
- Understand the characteristics of doing research in this field, and apply the strategies for various case studies.


Class Contact The equivalent of 2.25 hours per week for one semester. These classes may be scheduled as intensive weekend workshops depending on students’ demand.

Assessment Two essays 80%; Examination 40%.

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 with workshops and discussions about the future of Tibetan society and its spiritual and cultural traditions. Particular attention will be given to Tibet's role in Central Asia and its relationship with China and India, including the problem of Tibet's status as a nation. Discussion will also focus on particular aspects of Tibetan culture and on important individuals from the Amo region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkappa (yogi and mystic), Gedun Chöphel (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet's modern leader).

Learning Outcomes By the end of this unit of study, students will have:

- Gained a broad knowledge of the scope of Tibetan history;
- Developed an ability to analyse translated texts from other cultures;
- Developed an ability to respond, to and write about, non-Western histories;
- Understood and analysed history in its social and political contexts;
- Developed an understanding of cultural history in a disputed region.

Required Reading Stein, RA 1972, Tibetan civilization, Stanford University Press, Stanford. AAA2011 Unit Reader available in the University bookshop.


Class Contact One two-hour seminar per week and one three-hour gallery visit or screening/discussion per semester.

Assessment Seminar report (1000 words) 25%; Essay (2000 words) 50%; One-hour final examination 25%.

AAA2014 MANY 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, film-makers and writers from all sides of the conflict. It also aims to explore the aftermath of the Vietnam War and its part in shaping the popular imagination and political cultures of Vietnam and the West, particularly the United States and Australia.

Learning Outcomes By the end of this unit of study, students will have:

- Studied the Vietnam War and its cultural legacies in Vietnam, the US and Australia;
- Explored how people from various sides of the conflict interpreted and responded to the war;
- Examined the role of public memory in reconstructing the past, and shaping thinking about the present;
- Explored 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.


Class Contact One two-hour seminar per week and one three-hour searching/discussion per semester.

Assessment Book/film review of 1000 words 20%; Research essay (2000 words) 60%; One-hour written examination 20%.

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 proposals and adopt optimum research methods.

Learning Outcomes By the end of this unit of study, students will have:
- Gained an understanding of the major theoretical paradigms in qualitative research methods (their values, terminology, methods and techniques) and the main criticisms of these;
- Developed advanced skills of logical argument, developing hypotheses and using evidence;
- Gained an understanding of debates about research ethics and designed ethical research proposals;
- Gained an understanding of reflexivity in different types of research (descriptive/ethnographic, participatory, explanatory, exploratory, pure, applied, action etc.);
- Developed advanced skills of analysis and synthesis relevant to research within these fields;
- Become familiar with issues relating to cross-cultural research methods and be able to apply research strategies in a range of case studies;
- The ability to 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).

AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA Campus Footscray Park.

Prerequisite(s) Nil.

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 non-Western art forms; Western concepts of the orient, Penguin, Harmondsworth.


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

Assessment Critical Review (2500 words) 30%; Research essay (5000 words) 70%.
AAA5014 THE SEARCH FOR MEANING IN ASIA
Campus Footscray Park.
Prerequisite(s) Students must have either completed AAA5011 Interpreting 'Asia' or be undertaking AAA5011. Interpreting 'Asia' and the 'Pacific' concurrently with AAA5014 The Search for Meaning in Asia.
Content This unit of study examines the diverse religious and philosophical traditions of Asia in a comparative perspective. The aim is two-fold: to develop an understanding of traditions of value, thought, devotion, and spirit in Asia; and to develop an ability to appreciate different ways of interpreting self and the world. Emphasis will be given to the dimension of personal experience in the human quest to find meaning in life and to give the world meaning, both past and present. This will involve a consideration of such issues as mind, consciousness, cosmology, deity, power, transformation, vision and transcendence. The impact of systems of thought on more public issues such as the good life, ecology, personhood, social life and nationhood will also be discussed.
Required Reading To be advised by lecturer.
Class Contact Three hours per week comprising two one-hour lectures and one one-hour tutorial.
Assessment Essay (2500 words) 30%; Research essay (5000 words) 70%.

AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES
Campus Footscray Park.
Prerequisite(s) Students must have either completed AAA5011 Interpreting 'Asia' or be undertaking AAA5011 Interpreting 'Asia' and the 'Pacific' concurrently with AAA5015 Gender and Sexuality: Asian Perspectives.
Content This unit 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 engagement (eg. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender equality and empowerment in specific cultural milieux.
Learning Outcomes By the end of this unit of study, students will:
• Understand the major theoretical questions surrounding gender and sexuality in Asia;
• Have the ability to apply theory in interrogating questions of race, gender and sexuality;
• Have the ability to apply theory to the interrogation of the social and historical origins of behavior and attitudes;
• Have the ability to develop, summarise and publicly present complex theoretically informed arguments;
• Have the ability to 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 AAA5011 Interpreting 'Asia' and the 'Pacific' or be undertaking AAA5011 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 negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.
Learning Outcomes By the end of this unit of study, students will:
• Know the tenets of the main theories and approaches in cross-cultural communication, international management and the major criticisms of these;
• Be broadly familiar with the way of thinking and doing business in Asia, including Confucianism and the ancient war strategies (Sunzi Bingfa), and their application to business management;
• Know the investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
• Be able to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (eg. joint venture or wholly owned venture);
• Be aware of the characteristics of doing research in this field, and be able to 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
separatism; ‘political cultures’; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

**Required Reading**


**Recommended Reading**


**Class Contact**

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

**Assessment**

Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

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**AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA**

**Campus Footscray Park.**

**Prerequisite(s)**

Students must have either completed AAA5011 Interpreting ‘Asia’ and the ‘Pacific’ or be undertaking AAA5011 Interpreting ‘Asia’ and the ‘Pacific’ concurrently with AAA5021 Foreign Relations: 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 cooperation 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.

**Recommended Reading**


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**AAA6002 THESIS (FULL-TIME)**

**Campus Footscray Park.**

**Prerequisite(s)**

Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 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**

By the end of this unit of study, students will have:

- 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%.

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**AAA6003 THESIS (PART-TIME)**

**Campus Footscray Park.**

**Prerequisite(s)**

Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 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**

By the end of this unit of study, students will have:

- 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%.

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**AAA6004 MINOR THESIS (FULL-TIME)**

**Campus Footscray Park.**

**Prerequisite(s)**

Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 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**

By the end of this unit of study, students will have:

- 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%.

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**AAA6005 MINOR THESIS (PART-TIME)**

**Campus Footscray Park.**

**Prerequisite(s)**

Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 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**

By the end of this unit of study, students will have:

- 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%.

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AAA1001 WORLD HISTORY
Campus Footscray Park.
Prerequisite(s) Nil.
Content This unit of study offers 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 civilisations, 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 By the end of this unit of study, students will be able to:
• Develop the rudiments of historical writing and argument;
• Place Australian history in its world history context;
• Recognise key dates in world history and put them in perspective;
• Understand and define key terms that have 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 or 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%.

AAA1008 AUSTRALIANS AT WAR
Campus Footscray Park.
Prerequisite(s) Normally AAH1001 World History or equivalent.
Content This unit of study challenges the commonsensical notion that Australia's history has been free of violence and struggle by examining the role of war in the nation's story. Beginning with the frontier wars between Aborigines and Europeans, the unit traces the central notion 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 By the end of this unit of study, students will have:
• An understanding and analysis of some pivotal social and political events in contemporary European history;
• Exposure to different historical approaches and different historiographical debates on central themes in contemporary European history;
• 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.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.
Assessment Essays 50%; Examination 40%, Class participation 10%.

AAA1009 EUROPEAN HISTORY
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 By the end of this unit of study, students will have:
• An understanding and analysis of some pivotal social and political events in contemporary European history;
• Exposure to different historical approaches and different historiographical debates on central themes in contemporary European history;
• 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.
Recommended Reading To be advised by lecturer.
Class Contact Two hours per week for one semester comprising one two-hour lecture and one one-hour tutorial plus three hours of self-directed learning per semester.
Assessment Essays 50%; Examination 40%, Participation 10%.

AAA2011 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 By the end of this unit of study, students will have:
• An understanding of and analysis of some pivotal social and political events in contemporary European history;
• Exposure to different historical approaches and different historiographical debates on central themes in contemporary European history;
• Developed their 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.

AAA2014 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 By the end of this unit of study, students will:
• Understand the history of the Middle East, from Egypt to Iran, and from Turkey to the Arabian Peninsula, over the past 150 years;
• Have developed the skills of thinking historically;
• Have undertaken primary historical research;
• Have developed their ability to write as a historian;
• Have deepened their love of history as a discipline.

Required Reading


Class Contact

One hour lecture and one hour tutorial per week for three hours per semester in mixed-mode or self-directed learning.

Assessment

Short essay 10%; Class paper and essay (1000 words) 40%; Research essay (2000 words) 50%.

AAH3011 AMERICAN HISTORY 1

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 development in 20th century American history; exposure to different historical approaches and different historiographical debates on central themes in 20th century American history.

Learning Outcomes

By the end of this unit of study, students will:

• An understanding and analysis of key social, cultural and political developments in 20th century American history;
• Exposure to different historical approaches and different historiographical debates on central themes in 20th century American history;
• 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

AAH3011 Unit Reader. Patterson, JT 1994, America in the twentieth century, Harcourt Brace, Fort Worth.

Recommended Reading


Class Contact

One 90-minute lecture and one one-hour tutorial per week over 11 weeks.

Assessment

Essays 50%; Examination 40%; Participation 10%.

AAH3012 AMERICAN HISTORY 2

Campus: Footscray Park.

Prerequisite(s)

Satisfactory completion of first year unit of study requirements in History.

Content

Continuing from AAH3011, this unit of study explores American society from the Cold War to 1989. Themes of political reform and repression, racial conflict, civil rights dissent and social disintegration underpin studies of the presidencies of Harry Truman through to Lyndon Johnson. Special emphasis is given to the phenomenon of McCarthyism from the late 1940s to the mid 1950s, and the period from 1960 to the apocolypse 1989.

Learning Outcomes

By the end of this unit of study, students will:

• An understanding and analysis of key social, cultural and political developments in 20th century American history;
• Exposure to different historical approaches and different historiographical debates on central themes in 20th century American history;
• 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

AAH3011 Unit Reader. Patterson, JT 1994, America in the twentieth century, Harcourt Brace, Fort Worth.

Recommended Reading


Class Contact

One 90-minute lecture and one one-hour tutorial per week over 11 weeks.

Assessment

Essays 50%; Examination 40%; Participation 10%.

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 Australian Politics 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 introduced 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

By the end of this unit of study, students will:

• Demonstrate a sound knowledge of the workings of the Australian political system, including the Constitution, parliament, federalism, the party system, and current and past important political issues;
• Have developed an ability to research and write academic essays.

Required Reading

Set text: Maddox, G 2005, Australian democracy in theory and practice, 5th edn, Pearson Longman, Frenchs Forest, New South Wales. Students are also expected to keep abreast of current developments in Australian politics by reading the newspapers, news magazines, and watching current affairs programs.

Recommended Reading

AAPP1010 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 (eg. leadership and agency, class power, gender power, power and knowledge). Modern state formations will be discussed (eg. military juntas, totalitarian dictatorships, authoritarian regimes, monarchies, democracies, republics). The sociology of power and change will be introduced (eg. coups and revolutions, populism, constitutionalism and responsible government, parties and pressure groups, political movements, the media in politics, community and ethnicity). This unit will conclude with a brief survey of some late major modern political ideologies (eg. green politics, feminism, economic rationalism, 'Third Way' politics).

Learning Outcomes By the end of this unit of study, students will:

- Have a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
- Be able to conduct research for, and write, academic essays.

Required Reading McLean, I & McMillan, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of the AAPP1010 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.


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%.

AAPP2004 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 separation; '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 By the end of this unit of study, 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 Two assignments 60%; Examination 40%. Final examination may take the form of a take-home exam.
AAP2015 INTERNATIONAL RELATIONS

Campus Footscray Park.

Prerequisite(s) Normally AAP1010 Foundations of Political Science and AAP1011 Politics 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; realist and neo-realist theories in international politics; peace studies; the politics of globalisation.

Learning Outcomes By the end of this unit of study, students will:
• Have had an introduction to the foundational concepts, history and theories of international relations (henceforth IR).


Assessment Tutorial presentation 15%; Essay 40%; Self-directed learning project 20%; Examination 25%.

AAP2017 NORTH AMERICAN POLITICS

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: US Constitution, federalism, Congress, Presidency, Judicary, 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 separation in Quebec. Content will be provided to include a political Science vantage point on contemporary issues.

Learning Outcomes By the end of this unit of study, students will have gained:
• An overall understanding of US and Canadian political systems;
• The capacity to engage in comparative political analysis;
• Enhancement of ability to 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. The various dimensions of globalisation will be examined (political, cultural and environmental) through such topics as global governance, Polity Press, Cambridge. Sklair, L 2002, Globalisation: capitalisation and its alternatives, Oxford University Press, Oxford.

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 examined (eg. nationalist and ethnic terrorism, religious fundamentalisms, right and left wing extremism, 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.
Recommended Reading

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
By the end of this unit of study, students will have developed:

- An understanding of the Victorian Parliament, parliamentary processes, policy making and legislative processes;
- Advanced analytical, research and report writing skills;
- High level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities;
- Skills of interviewing, community consultation and organisation in a professional environment;
- An understanding of the workings of a Victorian electorate office.

Required Reading

Required 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).

AAX4003 HISTORY HONOURS 4
Campus Footscray Park.
Prerequisite(s) Completion of a major in History.

Content
This unit of study includes a study of the major trends in historiography, methodology and historical practice in the 20th century. It examines the development of the discipline of history on a practical, cultural and ideological level by focusing on research hypotheses and problems; representation and language of argument; and the ideological frameworks that have influenced historical writing.

Required Reading

Class Contact
Three hours per week comprising directed study, plus seminars when required per semester.

Assessment
Critical evaluation of methodological approaches of selected historical works 30%; Analytical essay of 2000 words comparing historical works in a distinctive genre or area 30%; Major reflective essay of 3000 words addressing key questions of historical epistemology in the context of historical practice 40%.

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL
Campus St Albans.
Prerequisite(s) Nil.

Content
This unit of study aims to introduce students to the theory and practice of community development from an international perspective, with particular reference to models of community development in Asia and the Pacific regions. The unit begins with a discussion of the concept of community and the nature of community development work and an introduction to the historical emergence and evolution of community development, including United Nation models, Western models and Third World models. It also aims, to familiarise students with existing and emerging linkages between community development and action at local, regional, national and global levels. Students are encouraged to explore, analyse and develop models and approaches to community development that are considered to be of most relevance to their background experience or in their work with communities.

Learning Outcomes
By the end of this unit of study, students will be able to:

- Source material so it can be found by others, and by good verbal and written communications to their fellow students and teachers;
- Work autonomously, both alone and in groups, and take initiative and use imagination when searching for solutions to problems which are put before them;
- Learn awareness of a range of cultures represented in class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Required Reading

Recommended Reading

Class Contact
Three hours per week for one semester, comprising one three-hour lecture/seminar.

Assessment
Two essays (40% each) 80%; Journal/folio 20%.

ASA1024 APPLIED HUMAN RIGHTS
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
By the end of this unit of study, students will:

- 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;
- Have a clear conception of practice-based approaches to human rights.

Required Reading

Class Contact
Three hours per week for one semester, comprising one three-hour lecture/seminar.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES

Campus St Albans.

Prerequisite(s) Completion of ASA1023 Community Development: From the Local to the Global; and ASA1024 Applied Human Rights.

Content This unit of study aims to introduce students to some of the essential features of organisations in contemporary societies, with a special emphasis on Asian and Pacific organisations at local, regional and international levels. Issues of power and co-operation within and between NGOs and government organisations will be examined. The unit of study will include discussions of classical approaches to understanding bureaucracy and traditional organisational structures, as well as more contemporary analyses. An examination of a range of alternative models of organisation located in Pacific Island and Asian cultures will form a part of the unit. This will include Freireian models, empowerment models, feminist models, co-operatives and collectives. The unit of study concludes with a discussion of the implications of organisational theory and its various forms for community development practice. A number of case studies of organisations and organisational changes, including the impact of corporations on Asia Pacific community development contexts, will also be studied.

Learning Outcomes By the end of this unit of study, students will:

- Be familiar with the principles of group dynamics and small group development.
- Understand the strengths and weaknesses of bureaucracies.
- Be familiar with group facilitation methods, team building and ways of trying to bring about consensus, particularly in cross-cultural settings.


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 ASA1024 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 nationalista, 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 By the end of this unit of study, students will:

- Understand social, economic, environmental and political circumstances that give rise to social movements and social actions;
- Have a developed knowledge of current discussions and debates with respect to social movements;
- Recognise the plurality of approaches that have been adopted within Asia Pacific and African societies as a response to social ills;
- Have developed self reflective 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%.

ASA2030 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 nations policies. It examines: the UN General Assembly, Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War and its demise, and the impact of globalisation on the ability of international organisations to achieve their goals are major themes. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR), the World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Learning Outcomes By the end of this unit of study, students will:

- 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;
- Have developed interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings;


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

Assessment Class presentations 20%; Two research projects 40%; Class test 40%.

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 liaising between civil society and government departments 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 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 community 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 By the end of this unit of study, students will have learned:

- Something of how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
- 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;
- The difference between governance and management of an organisation;
- To work with others in organising a small and a large event or get a university or other club or society on its feet;
- Skills useful in their professional life and be introduced to some theory which they may or may not use to develop their own professional management style.


Class Contact 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 development 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 By the end of this unit of study, students will:

- Have a high level of analytical skills to select appropriate methodologies and policies to address issues of inequality, deprivation of human rights or conflict;
- Have an understanding of the impact of international political and economic forces on the wellbeing of peoples at local levels;
- Have skills and experience in working on community issues in cross-cultural settings;
- Have developed their own style and practice of advocacy.


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 By the end of this unit of study, students will:

- Have a high level of cross-cultural communications skills;
- Be able to design, write a budget for, and identify the needed personnel for projects of many types, including advocacy projects and development projects;
- Be able to carry out an evaluation of projects and programs in the field of community development in societies other than one's own;
- Be aware of the importance of different types of knowledge, including indigenous knowledge in solving many of the problems caused by unequal development.

Required Reading Mike Crooke, Beyond the horizon: a Guide to Managing Development Projects from a Distance, Australasian Council for Overseas Aid, Canberra, 2003.

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 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 By the end of this unit of study, students will have:

- Developed critical thinking;
- Learned the importance of 'problematising' an issue thoroughly before a problem can be solved;
- Learned good habits in observation, data collection, written communications, both personally and professionally, ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications to one's fellow students and teachers;
- Learned to work autonomously, both alone and in groups, to take initiative and use the information in searching for solutions to problems which are put before them;
- Learn awareness of a range of cultures represented in the class and in other societies which are the focus of their study, to communicate effectively with people whose culture is very different from their own.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT


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 By the end of this unit of study, students will have:

• Consolidated their understanding of the central theoretical and practical aspects of community development work;

• Further developed their abilities in planning, implementing and evaluating community action plans, strategies and projects;

• Provided orientation for overseas students preparing to return to their home countries and for students preparing to work in the community development field.


Class Contact The equivalent of three hours per week for one semester in the form of a lecture and seminar.

Assessment Reflective essay 50%; Project 40%; Class exercises 10%.

ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

Campus Summer Residential in Melbourne and online.

Prerequisite(s) ASA5020 The Challenges of Social Transformation.

Content This unit of study further develops the initial explorations in The Challenges of Transformation unit by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and action are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Learning Outcomes By the end of this unit of study, students will be able to:

• Articulate frameworks for analysing the processes and outcomes of advocacy and action using both theoretical and empirical inputs;

• Identify and apply contemporary social theory to illuminate the dimensions and dilemmas of contemporary advocacy and activism.


Class Contact Two hours of lectures/tutorials and two hours of workshops per day over two weeks plus online (or equivalent).

Assessment Journal, Reflective paper, Bibliographic essay.

ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION

Campus Summer residential in Melbourne and online.

Prerequisite(s) Nil.

Content An introduction to this unit of study is included, via examination of the values and visions for advocacy organisations, including the interrelationships between sustainability, justice, inclusiveness and peace. It includes an introduction to the variety of paradigms that lie behind the purposes of advocacy. The unit covers the range of advocacy approaches from government-based programs to people’s movements, with emphasis towards independent advocacy and empowerment. The unit then examines tension points within advocacy organisations and in advocacy issues, including those between: individual rights and sovereignty; traditional/local culture versus gender and socioeconomic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues-specific advocacy versus advocacy for social transformation.

Learning Outcomes By the end of this unit of study, students will have:

• Awareness of the range of backgrounds, experiences and expertise within the participant group;

• Appreciation of the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;

• Understanding of some of the major frameworks advanced to explain and explore advocacy, and of the participants’ location within these frameworks;

• Ability to identify the tension points in advocacy around a range of societal issues and outlooks, and a developed appreciation of the participant’s own stance in relation to these tension points.


Class Contact Two hours of lectures/tutorials and two hours of workshops per day over two weeks plus online (or equivalent).

Assessment Journal, Reflective paper, Bibliographic essay.

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ASA5022 APPROACHES TO GLOBALISATION

Campus Online (Based at St Albans)

Prerequisite(s) Usually ASA5020 The Challenges of Social Transformation and ASA5021 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 attacks on the World Trade Centre in the United States of America on September 11, 2001 will be discussed. Case studies will be investigated from the global justice movement, specific NGOs in the South, environmental, feminist, labour and human rights groups.

Learning Outcomes By the end of this unit of study, 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 within its constraints;
- Use advanced skills of analysis and critique and to use communication and writing skills appropriate to professional advocacy work;
- Examine written reports which show evidence of independent thought and wider research;
- Contribute to online global forums and interact with the international advocacy community.


Class Contact Three hour per week for twelve weeks or equivalent online.

Assessment Online discussion paper and contribution to online forum 25%; Workshop exercises 25%; Case study 50%.

ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY

Campus Online (Based at St Albans)

Prerequisite(s) Usually ASA5020 The Challenges of Social Transformation and ASA5021 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 notion of building capacity. The appropriateness and sustainability of capacity building strategies will be evaluated through careful examination of case study material dealing with organisations and communities. The link between neo-liberal policies of small government – reducing the role of the state in public policy – and the so-called rise of civil society organisations will also be explored.


Class Contact Three hours per week for 12 weeks or equivalent online.

Assessment Evaluative report 40%; Seminar presentation 20%; Annotated review 40%.

ASA5024 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 and conflict resolution, negotiating skills.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/workshop over one semester. This unit of study may also be offered in summer semester.

Assessment Organising tasks 25%; Class presentation or training session 25%; Research project 50%.

ASA5025 PUBLIC ADVOCACY INTERNSHIP

Campus Online (Based at St Albans)

Prerequisite(s) Usually ASA5020 The Challenges of Social Transformation and ASA5021 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.


Recommended Reading To be advised by unit of study co-ordinator.
Commissioner for Refugees (UNFPA). The World Bank, 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 addresses such issues as international security, food, education, health, and the status of women. Distinguishing between international organisations of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of the UN General Assembly; Security Council and Economic and Social Council, the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of the UN General Assembly; Security Council and Economic and Social Council (ECOCOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their development objectives. Students will be required to participate in a project as verified in a log of hours confirmed by the agency supervisor. 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%.


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%.


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%.


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%.


ASA6001 PROFESSIONAL PROJECT (FULL-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. Required Reading: Professional Project Manual 2000, MA Asian and Pacific Studies program, Victoria University. Recommended Reading: Footscray Park. Class Contact: Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor. Assessment: Major report (10,000 words) documenting and evaluating the processes and outcomes of the program or project, and a second report of 2500 words on the Learning Outcomes of the project in relation to the learning objectives identified in the project contract.

ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME) Campus St Albans Prerequisite(s): Completion of eight units of study. 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. 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.

ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME) Campus St Albans Prerequisite(s): Completion of eight units of study. Content: Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit of study provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another
format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

**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.

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**ASA6025 PROFESSIONAL PROJECT (PART-TIME)**
Campus St Albans

**Prerequisite(s)**
Completion of eight units of study.

**Content**
Students will 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.

**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.

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**ASA6030 MINOR RESEARCH THESIS (PART-TIME)**
Campus St Albans

**Prerequisite(s)**
Completion of eight units of study and an approved Research Methods unit of study.

**Content**
Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.

**Required Reading**

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

**Class Contact**
As negotiated with supervisor.

**Assessment**
Thesis (20,000 words) 100%.

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**ASA6035 MINOR RESEARCH THESIS**
Campus St Albans

**Prerequisite(s)**
Completion of eight units of study and an approved Research Methods unit of study.

**Content**
Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.

**Required Reading**

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

**Class Contact**
As negotiated with supervisor.

**Assessment**
Thesis (20,000 words) 100%.

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**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%.

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**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.

**Learning Outcomes**
By the end of this unit of study students will:
- Be able to offer an overview of the sector in which human service agencies operate;
- Have been introduced to information about some individual agencies;
- Have developed conceptual frameworks for understanding organisations;
- Be able to 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;
- Have enhanced their 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 GHS aspects 70%. The minor Assessment will be the production of a test computer spreadsheet and data base reports based on lab sessions 30%.

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**ASB3011 HUMAN SERVICES 2B**
Campus St Albans

**Prerequisite(s)**
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**
By the end of this unit of study, students will:
- Have entered work situations;
- Be able to navigate financial management systems;
- Be equipped to proactively engage financial needs and constraints within organisations;
- Be able to 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 Aliński 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 and models in community development; 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 By the end of this unit of study, students will:
• Have developed interpretive and communication skills with respect to interviewing advocacy and interpersonal communication;
• Demonstrated a capacity to organise meetings, run workshops, negotiate outcomes;
• Have a clear grasp of 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 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 SA/Albans
Prerequisite(s) Nil
Content 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.
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 public 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 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 By the end of this unit of study, students will:
• 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;
• Have successfully undertaken a small scale project or organising task in a community development or human services agency;
• Have improved their 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 To 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 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.

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, prepare for, and commence a 100-hour fieldwork placement in the community-based or human services agency in which they will carry out their research project. This project will involve a total of 200 hours over the whole year.

Learning Outcomes By the end of this unit of study, students will have:
- An understanding of how to design a social research project, including use of appropriate methodology and development and use of relevant techniques and research tools;
- An understanding of research ethics requirements;
- An understanding of the role and appropriability of particular research methodologies and approaches, including quantitative and qualitative approaches, participant observation, use of social indicators, questionnaires and surveys, and action research;
- Gained field-based experience in an agency in the design, preparation and initial stages of a social research project.


Recommended Reading Further reading to be advised by lecturer.

Class Contact One one-hour lecture and one two-hour tutorial and one one-hour tutorial plus a fieldwork placement totalling 100 hours in agency.

Assessment Students are expected to submit a 1500-word essay critically evaluating a research project, and submit a 2000-word research proposal. Students are required to keep a reflective learning journal of their fieldwork learning experience and submit a final 1000-word fieldwork report focusing on learning outcomes. Further details of the fieldwork process are contained in the Fieldwork Handbook.

ASC2024 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 By the end of this unit of study, students will have:
- The ability to implement an action research or PAR project, including design, information-gathering, consultation, analysis, reporting, and feedback phases of the action research cycle;
- Gained field-based experience in an agency in the design, preparation and implementation of all stages of an action research or PAR project.


Recommended Reading Further reading to be advised by lecturer.

Class Contact One one-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.

Assessment Students are required to: prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second-year field placement 40%; Write a 2500-word report on the project 60%; Keep a reflective learning journal of their fieldwork learning experience and write a 1000-word reflective learning report based on their experience in the fieldwork component (ungraded). Further details of the Assessment requirements are contained in the course Fieldwork Handbook.

ASC2021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 3
Campus St Albans
Prerequisite(s) Nil.
Content 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.

ASC2022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 4
Campus St Albans
Prerequisite(s) Nil.
Content 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, relations 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) Nil.
Content 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, relations 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%.

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 research; and computer 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** By the end of this unit of study, students will have:

- An understanding of underlying social, political, ethical and epistemological foundations of social research;
- The ability to use both quantitative and qualitative social research methodologies and approaches;
- The ability to design all aspects and phases of a social research project, using appropriate methodologies and frameworks;
- Gained 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 plus a fieldwork placement totalling 100 hours in agency.

**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 data collection and qualitative and quantitative 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** By the end of this unit of study, students will have:

- The ability to use principal methods of quantitative data analysis, including frequencies, percentages, means, cross tabulations and other basic modes of statistical analysis;
- The ability to 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;
- The ability to use principal methods of qualitative data analysis, including methods of coding and analysing qualitative materials;
- The ability to write a research report for both specialist and general audiences;
- 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 of 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** By the end of this unit of study, 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, and non-violent methods of protest and direct action.

Students are required to demonstrate that they are successfully able to reflect on and integrate their own practice as community development workers in the context of relevant and appropriate theory, have the ability to plan, implement and evaluate community action campaigns, and have the ability to manage community development projects.

**Learning Outcomes** By the end of this unit of study, students will have learned:
ASC3031 COMMUNICATION THEORY: WORKSHOPS A

Campus St Albans
Prerequisite(s) Successful completion of the second year BA or Associate Diploma of Social Science (Community Development)
Communication Workshop units of study (or their equivalent).

Content
Two hours per week for one semester comprising lectures and seminars.
Assessment A theoretical role-playing community action meeting 20%; Written community social action plan (2000 words) 40%; Project management plan (2000 words) OR Essay analysing the relation of theory to practice in a specific campaign or project (2000 words) 40%.

ASC3091 SOCIAL POLICY 2

Campus St Albans
Prerequisite(s) ASS2040 Sociology 2C.

Content
The aim of this unit of study is to examine competing theoretical and political perspectives on social policy in the light of current socioeconomic changes within Australia. Discussion will focus on the form and nature of modern social democracy and examine the role of public intervention in social and economic processes with particular reference to the welfare state. An important underlying issue in the current political controversy surrounding the welfare state and its purported crisis is precisely the question of how we should think about – or theorise about – Australian society and the role of the public sector in economic and social activity. In this context, the unit examines the emergence of neo-conservative political thought and its impact on social policy formation in recent years. Here the focus is on the manifold issues surrounding privatisation, deregulation, economic rationalism and public sector reform.

Required Reading
To be advised by lecturer.

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

Assessment
Semester 1: Tutorial participation 10%; Book review 20%; Tutorial paper 20%; Essay 50%. Semester 2: A number of short papers (1500 words) and a research essay (3000 words), to be determined in consultation with students at the beginning of the semester. Final Assessment based on satisfactory completion of assignments and satisfactory attendance (80%) at classes.

ASC3092 SOCIAL POLICY 3

Campus St Albans
Prerequisite(s) ASS2040 Sociology 2C.

Content
The aim of this unit of study is to examine competing theoretical and political perspectives on social policy in the light of current socioeconomic changes within Australia. Discussion will focus on the form and nature of modern social democracy and examine the role of public intervention in social and economic processes with particular reference to the welfare state. An important underlying issue in the current political controversy surrounding the welfare state and its purported crisis is precisely the question of how we should think about – or theorise about – Australian society and the role of the public sector in economic and social activity. In this context, the unit examines the emergence of neo-conservative political thought and its impact on social policy formation in recent years. Here the focus is on the manifold issues surrounding privatisation, deregulation, economic rationalism and public sector reform.

Required Reading
To be advised by lecturer.

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

Assessment
Semester 1: Tutorial participation 10%; Book review 20%; Tutorial paper 20%; Essay 50%. Semester 2: A number of short papers (1500 words) and a research essay (3000 words), to be determined in consultation with students at the beginning of the semester. Final Assessment based on satisfactory completion of assignments and satisfactory attendance (80%) at classes.

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 seminars, presentations, discussion, 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 and essential knowledge of financial management in aged services. Topics include: industry overview and financial management issues; financial implications of legislation; accounting concepts and application; introduction to management; financial reporting; accounting and computer systems; development and management of staff rosters; payroll processing and roster systems; financial planning and computer spreadsheet exercises related to high and low care residential facilities and SRSS; financial management of community care packages; and financial management of HACC services.

Learning Outcomes By the end of this unit of study, students will have:
- Knowledge of the aged care industry and its market segments;
- A detailed understanding of the various financial issues facing all stakeholders in the aged care industry;
- An awareness of accounting concepts as applied to aged care;
- Greater awareness of both internal and external financial reporting requirements for aged care;
- An understanding of accounting and computer systems utilised by aged care service providers;
- Greater understanding of financial management strategies available to an aged services manager;
- A detailed understanding of the funding arrangements and the financial management techniques for both residential and community aged care service providers;
- Greater understanding of the financial management issues in relation to capital projects.

Required Reading To be advised.

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 service providers.

Learning Outcomes By the end of this unit of study, students will:
- Demonstrate an understanding of the importance of human resources in the aged care services;
- Demonstrate a detailed understanding of human resource issues in the aged care services;
- Demonstrate knowledge of the human resource legislations that relate to aged care services.


Class Contact One three-hour lecture per week for one semester.
Assessment Online practical exercises and project business plan 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 measurements. This unit critically examines traditional procedures and approaches to best business practice and high performance generation. It facilitates strategic planning to ensure robust and appropriate operational measures in a changing and highly regulated aged services organisational environment.

Learning Outcomes By the end of this unit of study, students will:
- Understand traditional business procedures and approaches;
- Demonstrate knowledge and understanding of organisational structure and board governance, the roles of the Board and the Executive;
- Have 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;
- Have basic knowledge of the role of technology and marketing in aged care;
- Demonstrate adequate knowledge of maintenance systems including fire prevention and protection, communications and security systems;
- Demonstrate a fundamental understanding of the importance of building design and operational efficiency and Building Code of Australia and Certification.

Required Reading Students will be provided with selected study materials.

Class Contact One three-hour weekly seminar for on-Campus and online for off-Campus students.
Assessment Online exercises and major report 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 By the end of this unit of study, students will:
- Demonstrate an ability to adopt a critical, reflective approach to management and practice in dementia services;
- Demonstrate an understanding of 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 a knowledge of normal and pathological anatomy, physiology, signs and symptoms of dementia;
- Have a knowledge of the 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 online 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 income, and community and aged services.

Learning Outcomes By the end of this unit of study, students will:
- Have knowledge of the main transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people;
- Have a basic understanding of 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;
- Have 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;
- Have a basic understanding of ethical and professional issues in policy development and planning and administration of aged care programs;
- Have an introductory knowledge of the issues of guardianship and advocacy for older people.


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 best practice in management and management systems; an awareness of the need to develop an integrated approach to quality management in terms of human, technical, legislative and environmental elements; an introduction to the tools and methods of continuous improvement; and an introduction to the implementation and evaluation of quality management in aged services covering residential and community services in the public and private sectors.

Learning Outcomes By the end of this unit of study, students will:
- Demonstrate adequate knowledge of theories and concepts of quality management;
- Demonstrate knowledge of quality management in the aged care services;
- Have an understanding of the contribution of the quality functions towards the Government’s accreditation process;
- Have adequate knowledge of 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 management of service quality within their own workplace.

Required Reading Students will be provided with selected materials. Recommended Reading Eckees, G 2005, Six Sigma execution: how the world’s greatest companies live and breathe Six Sigma, McGraw Hill, New York. Community Affairs References Committee 2005, Quality and equity in aged care, The Senate Community Affairs References Committee, Canberra.

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

Prerequisite(s) 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
By the end of this unit of study, students will:
• 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;
• Demonstrate an ability to critically reflect on advanced directives in the context of ethical decision-making;
• Have an awareness of the imperative of integrity in business for management in aged services and dementia care services;
• Be able to 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

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 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
By the end of this unit of study, students will:
• Demonstrate an ability to critically reflect on current care practices within their own work setting and identify areas deficient in the provision of person-centred care;
• Have the ability to 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;
• Demonstrate an ability to plan and implement appropriate best practice in residential facility and community settings.

Required Reading
Students will be provided with selected study 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 assignments 100%.

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
By the end of this unit of study, students will:
• Demonstrate knowledge, skills and attitudes required by a professional leader-manager in aged and dementia specific care and services;
• Have knowledge of the theories and styles of leadership;
• Use leadership skills to facilitate best practice in aged and dementia specific care;
• Demonstrate the ability to facilitate workplace communication and conflict management;
• Demonstrate the ability to identify and respond appropriately to actual, and potential, issues or practices impacting on the attainment of a quality delivery of services for all consumers;
• Be able to demonstrate the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in dementia services.

Required Reading
Students will be provided with a selected reading list.

Recommended Reading

Class Contact
Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial. Manual and online for off-Campus students.

Assessment
Case study report and written assignment 100%.

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 By the end of this unit of study, students will:
- Demonstrate the ability to critically evaluate service provision and identify the opportunities for improvement;
- Be able to plan, develop and report on innovative programs and projects, and define areas for further research;
- Be able to liaise and communicate effectively with other professionals in the field.

Required Reading To be advised by lecturer.


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, aging and co-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 By the end of this unit of study, students will be able to:
- Assess and evaluate the design of environments used by persons with dementia;
- Identify aspects for improvement;
- Communicate recommendations to colleagues and design professionals.

Required Reading Students will be provided with selected study materials.


Class Contact One-three-hour weekly seminar for on-Campus students and online for off-Campus students.

Assessment Online exercises and written assignments 100%.

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 By the end of this unit of study, students will:
- Demonstrate the ability to investigate and provide sources of ideas on topics related to aged services;
- Be able to provide the relevant context for their study;
- Be able to utilise sources of information on research already done by others;
- Show where their study ‘fits’ what is known about the topic;
- Be able to compare and contrast different authors’ views of the topic;
- Demonstrate the ability to critique methodological or theoretical ideas;
- Be able to make clear the relationship of previous research to their own topic;
- Demonstrate the ability to utilise information that is an integral or supportive part of the research;
- Gain an appreciation for various theoretical interpretations of the findings of past studies and understand methodological issues of past studies;
- Gain a knowledge of 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%.

ASD5004 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.
ASD5006 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.

ASD5014 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 commensurate 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.

ASD5016 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.

ASD7000 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 By the end of this unit of study, 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; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.
Learning Outcomes By the end of this unit of study, 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.
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.

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.

Required Reading Gernov, J 1999, Second opinion, Oxford University Press. Oxford. (A Book of Readings prepared for this unit of study will also form part of the required reading)


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 Albans
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 and Torres Strait Islander populations; social and medical requirements for limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander communities; epidemiological profile of Indigenous communities across 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 By the end of this unit of study, students will be able to:
- Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations;
- Be able to 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;
- Be able to identify lacunae within the current provisioning of medical and health care services and strategies;
- Be able to recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices;
- Have developed interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.


Recommended Reading To be advised by lecturer.

Class Contact Equivalent of 40 hours.

Assessment Continuous Assessment though: 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%.

ASH4011 SOCIOLOGY HONOURS
Campus St Albans
Prerequisite(s) Completion of an appropriate sociology major in Asia-Pacific Studies, Policy Studies or equivalent.

Content This unit of study examines the ways in which knowledge is structured and transmitted in sociological debates. Attention will be paid to interpretative and methodological problems in particular areas of study relevant to the student's honours thesis.

Required Reading To be determined in consultation with the student.

Class Contact This unit of study will be offered by directed-study and/or seminars.

Assessment Seminar paper 50%; Reflective essay 50%.

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 identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.

Learning Outcomes By the end of this unit of study, students will:
- Have developed a critical understanding of social theories and how they reflect changes in thinking;
- Understand the connection with theory development and research and scholarship;
- Be able to engage with relevant theories through critically applying them to a variety of social phenomena;
- Be able to critique theories of the social and to critically situate theories within their social, cultural, political and historical contexts;
- Be able to identify how knowledge is constructed and recognise 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 By the end of this unit of study, students will be able to:
- Critically analyse and map the issues and connections between theory, research and practice in a chosen specialty;
- Plan and undertake investigation, analysis and interpretation of documents, policies or services in order to critically reflect on both processes 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 By the end of this unit of study, 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 minutes) 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 By the end of this unit of study, students will:
- Have been introduced to some sociological theoretical tools for studying issues of justice;
- Be able to invite application of these tools as part of an examination of the various means used in attempts to achieve justice and the various outcomes of these attempts.


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.

Learning Outcomes By the end of this unit of study, students will have:
- A foundational understanding of contemporary theory drawn from social studies in science and technology (SST);
- 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;
- An increased capacity to work as a team and to 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.

ASL3002 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 By the end of this unit of study, students will have:

- A foundational understanding of ethics as the subject of academic inquiry and as an underpinning of research and professional practice;
- An ability to apply the study of ethics to the practices and relations of criminal and social justice;
- A capacity to extend the academic discourse of ethics to ‘real life’ problems and issues that extend beyond the classroom and into the specific vocational arena of professional practices within the criminal justice system.

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) Nil.

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 identifiably different from everyone else in society. Overall, the idea is that there is a continuing ‘law and order’ problem in society, and that things are constantly getting worse’. This unit of study Content includes:

- a study of recent trends in penal policies and statistical trends in arrest, sentencing and incarceration; a critique of law and order politics;
- comparative approaches to crime control; the history and sociology of crime control techniques; policing, legislation and media representations.


Assessment Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL5003 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 commonsense models via which the relationship between science and the criminal justice system is often articulated. The unit aims to explore perceived tensions between the popular and the real, the collegial and the adversarial, lay understandings and professional scientific expertise. The unit traces the interactive scientific and technological know-how through the three ‘ tiers’ of the criminal justice system: the role of forensic technology in the policing and detection of crime; the means by which the findings of forensic scientists and technicians are presented to the courts; and their effect upon sentencing and/or penal policy. There is also an historical structure to the unit Content as we trace, in particular: the rise and demise of anthropometric methods of criminal investigation; the superseding technology of latent fingerprint identification; the emergence of contemporary techniques, including DNA profiling, psychological and neurological forensic tools; and the harnessing of algorithms to identify behavioural anomaly.


Class Contact Two hours per week classroom teaching or a combination of class and online tuition.

Class Contact Two hours per week classroom teaching, or a combination of class and online tuition.

Assessment Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL5002 SPACES OF INCARCERATION

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.


Assessment Preliminary assignment 20%; Research paper (4500 words) 80%.
ASL5004 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 process on the one hand, and the management of social life understood through the conceptual core of normatisation, 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.
Class Contact Two hours per week in classroom teaching or a combination of class and online tuition.
Assessment Preliminary assignment 20%, Research paper (4500 words) 80%.

ASL6001 MINOR THESIS (FULL-TIME)
Campus Footscray Park
Prerequisite(s) Nil.
Content This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the Learning Outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.
Recommended Reading To be advised.
Class Contact Regular individual contact with supervisor for at least one semester for full-time students and two semesters for part-time students.
Assessment Work equivalent to 15,000 words.

ASL6002 MINOR THESIS (PART-TIME)
Campus Footscray Park
Prerequisite(s) Nil.
Content As for ASL6001 Minor Thesis (Full-Time).
Assessment As for ASL6001 Minor Thesis (Full-Time).

ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-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 in 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 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.

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 By the end of this unit of study, students will:
- Demonstrate understanding of the conceptual parameters of restorative justice;
- Demonstrate understanding of the lines of emergence of restorative justice into the contemporary field of justice administration;
- Have developed the capacity to participate in debates over the applicability of restorative justice techniques (eg. what kinds of offences, offenders etc.);
- Have developed the capacity to evaluate existing programs;
- Have developed the capacity to 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);
- Be able to participate in role-plays of restorative justice conferencing in ways that indicate readiness to undertake internship or other community-based learning.

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Required Reading

Class Contact
Normally three hours per week, consisting of 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 oriented and integral to the work of the agency or organisation (see Assessment task).

Learning Outcomes
By the end of this unit of study, students will have:
- Gained experience of work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed;
- Gained experience of working both independently and as part of a team;
- Undertaken record keeping (log of hours and learning journal), time management (project work use of diary);
- An understanding of 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 oriented and integral to the work of the agency or organisation (see Assessment task). The Internship will also include the Capstone Task as part of the assessment.

Required Reading
BA (Advocacy and Mediation) Internship Manual.

Recommended Reading
Not applicable.

Class Contact
One hour per fortnight workshop on-campus.

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 be used when applying for work; End of internship written from the perspectives of 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
By the end of this unit of study, students will:
- Be able to produce a project/research on professional practice.
- The research project will contribute significant knowledge to the practice/or 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

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.

ASM6001 PROFESSIONAL THESIS (PART TIME)
Campus
Prerequisites
Campus
Not applicable.

Content
As negotiated with the supervisor/s a project/research of use and value to the candidate and their own 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
Following the completion of this unit of study students will:
- Be able to produce a project/research on professional practice.
- The research projects will contribute significant knowledge to the practice/or 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

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.

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.

**ASR1000 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.

**ASR8000 RESEARCH THESIS (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.

**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** By the end of this unit of study, students will have:

- A foundational capacity to recognise the nature of sociological approaches to problems, as distinct from other forms of inquiry;
- A foundational familiarity with different theoretical approaches within the broad discipline of sociology;
- A foundational capacity to borrow theoretical tools and concepts offered within 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.

**ASS1002 SOCIOLOGY 1B: MANAGING NORMALITY**

**Campus** Footscray Park

**Prerequisite(s)** 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** By the end of this unit of study, students will have:

- An overview of some of the key perspectives on deviance and the management of normality;
- An understanding of the contemporary problems which these perspectives endeavour to illuminate;
- The development of an information base, and relevant analytic and basic research skills required to understand the social context in which normality is ‘managed’;
- The development of the skills of presentation, in both oral and written form;
- The development of the skills required to work in a team, and the enhancement of the capacity individually;
- The opportunity to build their student portfolio with examples of group and independent projects that support their attainment of VU Core Graduate Attributes;
- The opportunity to enhance their skills in operating in an e-learning environment, including web-facilitated study groups.

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


**Class Contact** Three hours per week, comprising two hours of lectures and one one-hour tutorial.

**Assessment** Mid-semester exercise 30%; Essay 40%; Examination 30%. Final Assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials.

**ASS1005 SOCIAL AND CULTURAL CHANGE**

**Campus** St Albans

**Prerequisite(s)** Nil.

**Content** This unit of study will introduce students to the distinctive social, political and economic features of the Melanesians, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a number of themes in the history and development of society in the Pacific Islands. These will include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; gender and class; the role of the mass media; education and military presence; and tourism.

**Learning Outcomes** By the end of this unit of study, students will:

- Be able to demonstrate their capacity to engage in a regionally-focused sociological inquiry.


**Class Contact** One two-hour lecture and one one-hour tutorial per week.
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. The unit examines the different ways that we represent our social identities. We also look at the way city environments and key social institutions, such as schools, courts, hospitals and families, for instance, play a role in the way we are constituted, the way we see ourselves, and the manner in which we live our lives. Sociology 1A introduces students to a range of ideas about the social world and provides the conceptual skills necessary to understand our rapidly changing global cultures.

Learning Outcomes By the end of this unit of study, students will:

- Be equipped 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;
- Have a better understanding of the diversity of our society, having been provided with an overview of the key social and political issues;
- Have experience of doing the above in both an individual and collective learning environment;
- Have developed the information base and conceptual skills necessary for a satisfactory analysis and articulation of social issues;
- Be able to address sociological issues using the library and literature-based research tools;
- Be able to effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually;
- Be provided with the grounding for their future studies.


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

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 analyse issues of racial and national identity? Sociology 1B provides students with the requisite knowledge and skills for making informed social judgments and commentary on these and other important contemporary issues.

Learning Outcomes By the end of this unit of study, students will:

- Be familiar with a range of key issues with which sociologists are working;
- Be conversant with a number of different theoretical perspectives which are central to sociology as a discipline of study;
- Be able to express an argument with supporting evidence from their study of selected theorists;
- Be able to complete a significant and extended piece of writing that shows that they have reflected on their year's study of Sociology;


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

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 new international division of labour and 'Asian' women; the rise of a global middle class; the Asian economic crisis; environmental and anti-globalisation activism in the region and current developments in Indonesia and East Timor.

Learning Outcomes At the conclusion of this unit of study, students will:

- Demonstrate their capacity 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;
- Be able to assume a sociological vantage point on current developments in Indonesia and East Timor.


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

Assessment Research essay 50%; Oral presentation 25%; Review essay/media exercise 25%. The Assessment will comprise the equivalent of 4000 words per student.

ASS2009 MAKING MODERN IDENTITIES

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 By the end of this unit of study, students will have:

- An awareness of the contingency of identity;
- An ability to deconstruct essentialist thought;
- A broad-based knowledge of the different core issues in processes of identity formation across cultures and history.
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 genetics, Blackwell, Oxford.

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 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.

Learning Outcomes By the end of this unit of study, students will:
• Develop and demonstrate advanced skills in critical reading, thinking and writing;
• Display the capacity to think ‘sociologically’ about the body;
• Display the ability to analyse social phenomena across cultures;
• Demonstrate the ability to 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 examination 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) AAP1010 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 political engagement in the post-Cold War era.

Learning Outcomes By the end of this unit of study, students will:
• Have gained an understanding of some of the key debates about transnational social movements, global civil society and globalisation;
• Have the ability to critically evaluate some of the political and social implications of transnational social movements;
• Be able to relate theoretical debates to case studies of non-party political formations;
• Be able to understand how interpretations of globalisation have changed since September 11, 2001;
• Have gained a familiarity with a number of different approaches to research for political and social inquiry;
• Have improved and developed advanced 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 introduces 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.

Required Reading Students must select ONE from the following list:


Class Contact In 2008 this unit will be taught by means of a study tour to Timor-Leste in June-July. In alternate years it will be taught at a City Campus for two hours per week and include one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.
ASS2033 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; evaluation and reporting skills.


Class Contact Three hours per week for one semester comprising one one-hour lecture and one two-hour seminar/workshop. This unit of study may also be offered in summer semester.

Assessment Organising tasks 25%; Class presentation or training session 25%; Research project 50%.

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 By the end of this unit of study students will:
- Be equipped 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;
- Be provided with an overview of the key social and political issues that will permit a better understanding of the diversity of our society;
- Have experience of doing this in both an individual and collective learning environment;
- Have developed the information base and conceptual skills necessary for a satisfactory analysis and articulation of social issues;
- Be able to address sociological issues using the library and literature-based research tools;
- Be able to 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.

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 of states 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 By the end of this unit of study, students will have:
- Developed skills in analysing and developing policy;
- An appreciation of the reasons why change is complex, often in conflict, and nearly always in the interests of the powerful members of society;
- Experienced both an individual and collective learning environment;
- Developed skills to effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually;
- The skills to think about our society in a structured and critical way and to be conversant with 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 By the end of this unit of study, students will have:
- An increased effectiveness in recognising and managing continuities and differences in theoretical and analytical material that share a conceptual terrain;
- An increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of everyday social space;
- An increased capacity to extend the application of the discipline of sociology to problems outside the classroom and into the community.
ASS3008 KNOWLEDGE AND POWER: THE GENESIS OF THE SOCIAL

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 of study, 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 of study looks at forms of inquiry, past and present, which 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-considered 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.

Required 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 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 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 The 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 sociological analysis to examine several areas of social policy in the present day world; Be able to focus on the study of particular countries or regions of the Global South, be they in Africa, Asia, Latin America, the Middle East, the Caribbean or the Pacific; Have studied some theoretical approaches from the social sciences to the problem of uneven development around the world and consider their application to countries of their interest; Have learned the importance of history in the study of any social problem.

Class Contact Two hours per week for one semester comprising lecture and tutorial. An additional three-hour session of interactive role-play based on the application of development theories and policies will also be a required part of the class attendance.
Assessment Tutorial presentations 30%; Book review 20%; Major essay 30%; Class test 20%. Attendance at 80% of classes is a requirement.

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 Southeast Asia, the small island states of the South Pacific, and sub-Saharan Africa. Themes will include: European colonialism and imperialism; nationalist movements and decolonisation; and the role of religion in colonisation and decolonisation. The emergence of new forms of class relations within independent countries and North/South relations via the international trading system, the global media, and structural adjustment will be examined from the point of view of their impact at the local and national levels. Students will be introduced to varieties of development theory and their relationship to development policy, development assistance programs, and gender issues.

Learning Outcomes By the end of this unit of study, students will:

• Provide contextual studies for a number of different courses in the Arts faculty and others. It will particularly be of interest to those wishing to understand the causes of poverty and inequality in the present day world;
• Be able to focus on the study of particular countries or regions of the Global South, be they in Africa, Asia, Latin America, the Middle East, the Caribbean or the Pacific;
• Have studied some theoretical approaches from the social sciences to the problem of uneven development around the world and consider their application to countries of their interest;
• Have learned the importance of history in the study of any social problem.

Class Contact Two hours per week for one semester comprising lecture and tutorial. An additional three-hour session of interactive role-play based on the application of development theories and policies will also be a required part of the class attendance.
Assessment Tutorial presentations 30%; Book review 20%; Major essay 30%; Class test 20%. Attendance at 80% of classes is a requirement.

ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY

Campus St Albans
Prerequisite(s) Normally first-year Sociology units of study.
Content This unit of study will build on students' understanding of sociological analysis to examine several areas of social policy in countries of the 'global south'. Themes include: the sociology of health, education and development; the international role of trade unions and non-governmental organisations; environmental policy; the growth of the information economy; and the sociology of crime and policing.

Learning Outcomes By the end of this unit of study, students will have:

• Learned the importance of 'problematising' an issue thoroughly before a problem can be solved and how to do it in a number of contexts, not only related to international development;
• Learned advanced searching techniques for material in the library, on electronic databases, and sources within the community, including the international development community, paying particular attention to use of verbal communication and information from other countries and cultures;
• Perfected 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;

• Learned to 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;

• Learned awareness of 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 prepared themselves for work in the world of international community development.

Required Reading

Recommended Reading


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 refigured geo-political alignments. The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the 'war on terror' continue to shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this unit of study is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been 'invented'. The unit illustrates 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. This unit of study examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between 'Western' knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous people as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of 'the nation' and self are integral components of government and racist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration 'debate', and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

Learning Outcomes
By the end of this unit of study, students will:

• Have developed analytic and conceptual skills in the area of cultural analysis of indigenous cultures;

• Understand the conceptual basis and cultural significance of Orientalist and postcolonial writings and visual representations;

• Have a foundational understanding of how history is constructed at the dinner table, over the fence, in parliament and in the streets;

• Have developed 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;

• Be able to elaborate 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 from 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 scope and depth of the current global ecological crisis has motivated widespread social responses at all levels: local, regional, national and international.
The aim of this unit of study is to examine some of these responses and assess their importance for current and future environmental policy formulation. The unit will provide an analysis of the vexed issue of economic growth and its relation to environmental sustainability; an examination of major international policy initiatives in this area such as the Brundtland Report, and Agenda 21; and consideration of some of the alternative visions of ecological sustainability adopted by different 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** By the end of this unit of study, students will be able to:

- Demonstrate an understanding of 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.

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**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 ASS1013 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. Those resources would exist in the public domain, in special collections, electronically etc, rather than requiring research involving human units of study. Students will generate their own object of inquiry and engage in the conceptual and practical labour required to shape an assemblage and the approaches with which to investigate it.

**Learning Outcomes** By the end of this unit of study, students should have:

- Increased effectiveness in problem-solving; students will encounter/devise a 'problem to be solved' in conceptual and practical terms;
- An increased capacity to see the application of the discipline of sociology to problems 'outside the classroom';
- An increased capacity to work as a member of a team and to address the difficulties of teamwork;
- An increased capacity to communicate in oral, written and electronic formats.


**Class Contact** This unit of study will be delivered flexibly, through a mixture of lecture/seminar, fortnightly group supervision sessions, online learning and ‘burst mode’ for the presentation of the projects to peers and others.

**Assessment** Group journal to be maintained throughout the unit of study and to form the basis of the fortnightly ‘reporting’ and supervision sessions (approx 1500 words per student) 30%; Assemblage of materials and a written commentary (approx 1000 words) 40%; Presentation of the assemblage as a completed product in oral, written and electronic forms as appropriate 30%. The Assessment load will be the equivalent of 4000 words for each student.

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**ASS3038 EXCURSIONS INTO THE FUTURE**

**Campus** St Albans

**Prerequisite(s)** ASS1012 Sociology 1A; and ASS1013 Sociology 1B.

**Content** What are our possible futures? What will everyday life be like in 2020? Will humans be superseded by the cyborg or some other sophisticated form of technology? How are we to cope with the impact of emerging technologies that are already rapidly transforming our lives? Will we be able to live outside the matrix in the future? In the recent decade social theorists have turned their attention to these questions, with a view to mapping our transition into a highly complex technological world. Central to this unit of study are concepts such as ‘postmodernity’, ‘late modernity’ and ‘post-human’. Working with these notions, students will have the opportunity to apply a range of theoretical perspectives to ‘real life’ situations in areas such as education, health and family life that are being transformed by the new technologies. In addition, students will have an opportunity to examine the ‘new media’ (computer games, interactive video, virtual reality and voice recognition programs) and assess the effects of these on our life-worlds. The unit will also explore the images of the future that are to be found in popular culture (films, television, magazines, comics).

**Learning Outcomes** By the end of this unit of study, students will demonstrate:

- Developed communication skills;
- Capacity for predicting social and political trends;
- Comprehensive understanding of the impact of technological change on a range of organisations;
- Enhanced research skills.


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

**Assessment** Workshop activities 20%; In-class test 20%; Major written project (2500 words) 60%.

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**ASS3039 HUMAN SERVICES INTERNSHIP**

**Campus** St Albans

**Prerequisite(s)** First and second year Human Services.

**Content** Students will serve a minimum of 96 hours at an appropriate Human services agency or 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).

**Required Reading** BA (Human Services) Internship manual.

**Recommended Reading** Not applicable.

**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.

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**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 readings by Pacific islanders, and documentary films, students will study a range of issues in the history and development of society in the Pacific islands. Students will be able to specialise in applying theoretical perspectives to specific issues, with a view to mapping our transition into a highly complex technological world. Central to this unit of study are concepts such as 'postmodernity', 'late modernity' and 'post-human'. Working with these notions, students will have the opportunity to examine the 'new media' (computer games, interactive video, virtual reality and voice recognition programs) and assess the effects of these on our life-worlds. The unit will also explore the images of the future that are to be found in popular culture (films, television, magazines, comics).

**Learning Outcomes** By the end of this unit of study, students will demonstrate:

- Developed communication skills;
- Capacity for predicting social and political trends;
- Comprehensive understanding of the impact of technological change on a range of organisations;
- Enhanced research skills.

**Required Reading** To be advised by supervisor.
Recommended Reading

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, economic and demographic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a number of themes in the history and development of society in the Pacific islands. These will include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; and the role of the mass media; education and military presence; and tourism.


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

Assessment Tutorial presentation 20%; Book review 20%; Major essay 30%; Class test 20%; Class participation 10%. Assessment will be equivalent to 4000 words per student.

ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY
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.

Required Reading Students must select ONE from the following list:


Class Contact In 2008 this unit will be taught by means of a study tour to Timor-Leste in June-July. In alternate years it will be taught at a City Campus for two hours per week and include one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

Assessment Tutorial presentation 20%; Class participation 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 social 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 second-year BSW 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. The final year Social Policy unit provides an opportunity for students to research and engage with the policy needs and concerns of particular areas of social policy such as housing and employment.

Learning Outcomes By the end of this unit of study, students will 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 social workers may engage with and influence policy processes;
• Demonstrate foundational skills in policy analysis;
• Discuss issues and debates in contemporary Australian politics and social policy.


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 By the end of this unit of study, students will have:
- Developed a critical understanding of theoretical and practical issues relating to the process of social work practice with/in groups;
- Reflected and reported on their experiences as group members and group leaders in a small group settings;
- Analysed the different contexts of groupwork practice and the implications for practice;
- Developed a working awareness and understanding of power in the groupwork context;
- Demonstrated 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 Session plan linked with a specific groupwork practice theory used by you in co-facilitating group (800-word limit) 35%; Using journal entries as a reference, write a summary of the processes related to leadership skills (500-word limit) 30%; Groupwork essay chosen from topic lists assigned (1700-word limit) 35%.
Placement Nil.

ASW2093 SOCIAL WORK RESEARCH 1
Campus St Albans.
Prerequisite(s) Nil.
Content Social research is a key activity in all fields of human and community services, including social work and community work. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in using and in undertaking research. It is intended to provide students with research skills for other units as well as providing an introduction to the final year BSW unit of study of Social Work Research 2.
Learning Outcomes By the end of this unit of study, students will be able to:
- Understand, at a beginning level, the different philosophical approaches and frameworks of social research;
- Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature;
- Be aware of the key steps in planning, designing and implementing research/evaluation research;
- Identify ethical issues and guidelines for social research;
- Understand, at a beginning level, descriptive statistics and how they can be applied in social research.
Class Contact Weekly three-hour lecture/tutorials.
Assessment In-class test on descriptive statistics 50%; Group class presentation – critique of an article or research report 50%.

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 important components of human service agencies as organisations, the Content of the unit introduces organisational activities from critical and anti-oppressive perspectives highlighting the perspectives of workers, service users and marginalised groups.
Learning Outcomes By the end of this unit of study, students will be able to:
- Identify the major dilemmas and tensions for workers in human service organisations;
- Offer a critical perspective of the human service sector and its impact on human service organisations;
- Assist students in developing conceptual frameworks for understanding the structure and cultures of organisations;
- Make the links between practice theory and understanding organisations;
- Have an introductory understanding of the skills, knowledge and tools for working effectively in human service organisations;
- Use the knowledge gained on field education placements to better understand human service organisations.
Class Contact Two days (10am-4pm); Six by two-day workshop across the semester combining lecture and tutorials.
Assessment Summary of the literature set for weeks one to five (750-word limit) 25%; Individual presentation and leadership of the tutorial – students will describe and analyse their placement agency using either one of the mapping or profile templates distributed in class (EWL 500-word limit) 35%; Analysis of your placement organisation, using either one of the mapping or profile templates distributed in class (1750-word limit) 40%.
Placement Nil.

ASW2102 SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT
Campus St Albans.
Prerequisite(s) Nil.
Content This unit of study introduces students to the history of the welfare state and its development in the Australian context and the
historical judgements that underpin its formation and current practice. Philosophical debates about the nature and value of social welfare will be discussed in the context of issues affecting women, Indigenous peoples, immigrants, wage workers, elderly people, and families and their positional relationship to the state. The future of the welfare state will be discussed in the context of current debates about who benefits and who pays; 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, what is social work and how it fits within the welfare project will be introduced and explored.

**Learning Outcomes** By the end of this unit of study, students will be able to:

- Understand the historical development of the welfare state in Australia and the significant judgements that have shaped its development.
- Demonstrate an understanding of what social welfare is and why it forms a significant part of sociopolitical, economic and legal institutions in Australia.
- Understand the various concepts, perceptions, myths and stereotypes about social welfare.
- Explore some of the many issues confronting the Australian social welfare state in the future.
- Contextualise current local and national debates about social welfare in the global, international context.


**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 Content 40%.

**Placement** Nil.

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**ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT**

**Campus** St Albans.

**Prerequisite(s)** Nil.

**Content** This unit of study explores some of the key concepts in understanding social and human behaviour across the lifespan. It will encourage students to make the links between their own personal values and a range of social and cultural phenomena. It will investigate and critique the role of the family and community as the foundation for human and social development and the implications of this for social work practice. It will also introduce the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there will be an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for social work practice.

**Learning Outcomes** By the end of this unit of study, students will:

- Have developed an awareness of personal values in relation to a range of social and cultural phenomena;
- Have an integrated understanding of the human being as an organism developing as an open system throughout the lifespan. This involves an overview of physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes;
- Be able to 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;
- Develop a capacity to apply relevant knowledge of human development in social work settings;
- Encourage critical inquiry into the research foundations of developmental theory and their relative strengths and limitations for application and generalisation.


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

**Assessment** 1: Individual assignment – critical reflection on how personal biography impacts on professional work with individuals and groups (W5) (800-word limit) 25%. Assessment 2: Class presentation (20 minutes) – small groups of four students will present a developmental stage of a group process as negotiated in the first tutorial group. Each individual will address one of four specific questions (EWL 500-word limit) 35%. Assessment 3: Develop a written, critical analysis of selected tutorial topic (1700-word limit) 40%.

**Placement** Nil.

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**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** By the end of this unit of study, students will:

- Demonstrate an understanding of the theories and practices for use in the current context of social work practice;
- Be able to identify how knowledge is constructed and explore the ideological and political influences inherent in its construction;
- Be aware that much of our current taken-for-granted reality or commonsense knowledge is, in large part, socially constructed or determined. In other words, students will learn how worldviews are created and maintained, and how our worldview influences what we accept as reality and commonsense;
- Be familiar 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;
- Be able to 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.

ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS
Campus St Albans.
Prerequisite(s) Nil.

Content This unit of study will cover the theory and practice of relevant interpersonal and communication skills. Generic social work skills as well as those associated with critical and anti-oppressive forms of social work will be covered. Students will have the opportunity through group discussion, experiential workshops and simulation activities to develop their own skills.

Learning Outcomes By the end of this unit of study, students will have:

- An understanding of the place of generic interpersonal and communication skills within a range of intervention methods in social work practice;
- A beginning critical understanding of skills associated with structural or anti-oppressive social work practice;
- A beginning level of competence in using basic interpersonal and communication skills for social work practice.


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

Assessment Assessment 1: Role-play assessed by checklist of skills inventory (EWL 500-word limit) 25%. Assessment 2: Students will work in groups of three to prepare a five minute video of their practice skills. Within the group, all members will work collaboratively to critique each other's performance. The groups will present a verbal critique of the video and each student will submit a list of references and a 500-word summary of the strengths and limitations of the taped interview (500-word limit) 35%. Assessment 3: Students will make a five minute videotape of themselves with one of the scenarios supplied in class. Students will then develop a 2000 word critical commentary on their own performance in the interview (2000-word limit) 40%.

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, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students will be encouraged to explore critically current practice theories that social workers use in their direct practice work. A strengths perspective will be used to translate an anti-oppressive foundation into practice. The strengths perspective as demonstrated in both brief solution-focused and narrative practice theories, will provide the theoretical basis 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 By the end of this unit of study, students will:

- Have developed theory and practice frameworks from a critical perspective;
- Understand various critical perspectives and be able to place these theories in an historical, cultural, political, economic and social context;
- Demonstrate a critique of these theories and its efficacy in practice settings;
- Demonstrate an awareness of the complexities, ambiguities, uncertainties and challenges of the current 'historical moment's' impact on social work;
- Demonstrate an understanding of the practice skills associated with critical social work and its relationship with desired outcomes for practice possibilities;
- Be able to examine appropriate practice responses when faced with these complexities and to the ever-emerging diversities and differences of peoples, experiences and beliefs in practice settings;
- Have developed a critical and reflective framework for life-long learning and professional development;
• Be able to link research practice and critical reflection skills in order to be able to develop practice initiatives relevant to more complex settings and issues;
• Be able to draw on international and cultural 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, both nationally and internationally.

Required Reading

Recommended Reading

Class Contact
This unit of study will begin with a two-day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Total four hours per week.

Assessment
Assessment 1: Skills Inventory to be evaluated by self assessing more complex role-play of case study (200-word limit) 10%.
Assessment 2: Students make a videotape (15 minutes) of themselves in the role of social worker. They will interview a student in the role of service user with one of the scenarios supplied in class. Students will then develop a critical commentary of their own performance in the interview (300-word limit) 50%. Assessment 3: Students will complete a written Assessment and intervention of the service user’s situation, using the format distributed in class (2000-word limit) 40%.

Placement
Nil.

ASW3102 CRITICAL SOCIAL WORK THEORIES
Campus St Albans.
Prerequisite(s) ASW2202 Social Work Theories.
Content
This unit of study requires students to review and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critically reflective approach to further develop and consolidate students’ generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for life-long learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledge and practice skills will be explored in the current debates about social work’s efficacy and its future role in the helping professions.

Learning Outcomes
By the end of this unit of study, students will:
• Have developed theory and practice frameworks from a critical perspective;
• Understand various critical perspectives and be able to place these theories in an historical, cultural, political, economic and social context;
• Demonstrate a critique of these theories and its efficacy in practice settings;
• Demonstrate an awareness of the complexities, ambiguities, uncertainties and challenges of the current historical moment’s impact on social work;
• Demonstrate an understanding of the practice skills associated with critical social work and its relationship with desired outcomes for practice possibilities;
• Be able to examine appropriate practice responses when faced with these complexities and to the ever-emerging diversities and differences of peoples, experiences and beliefs in practice settings;
• Have developed a critical and reflective framework for life-long learning and role-play of case study (200-word limit) 10%.
• Be able to link research practice and critical reflection skills in order to be able to develop practice initiatives relevant to more complex settings and issues;
• Be able to draw on international and cultural 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, both nationally and internationally.

Required Reading

Recommended Reading

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

Assessment
Literature review of readings from weeks 1-4 (750-word limit) 25%; Major essay (chosen from topic lists assigned) (1750-word limit) 40%; Essay plan for eight out 10 topics listed in unit Content (500-word limit) 35%.

ASW3201 FIELD EDUCATION 1
Campus St Albans.
Prerequisite(s) ASW2203 Interpersonal and Communication Skills. 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 AASW guidelines.

Learning Outcomes
By the end of this unit of study, students will:
• Have developed knowledge relevant to the placement context, organisational structure and function and the role of social work within this context;
• Have developed conceptual skills in relating theory to practice;
• Be able to demonstrate a capacity to 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 ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills;
• Have developed 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 use, professional networks and the network of support and resources associated with their placement agencies functions;
• Be able to continually assess the process of intervention in the light of personal and agency ideology and social work values.

Required Reading
ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR

Campus St Albans

Prerequisite(s) ASW2203 Interpersonal and Communication Skills.

Content From the class discussion (1800-word limit) 45%.


Class Contact

One two-hour seminar once per fortnight for one semester.

Assessment Learning portfolio that includes the following aspects: placement learning portfolio that includes: inventory of practice skills, and reflecting on practice issues; and lastly, encourage students to

• Identify the knowledge on which to base their practice;
• Increased their competence at linking theory and practice in practice assessments and interventions within an overall framework of anti-oppressive social work practice.

Further developed their understanding of social work Assessment and intervention using strengths, solution-focused, narrative and other relevant approaches within an overall framework of anti-oppressive social work practice.

Been provided with opportunities to present, analyse and critique examples of direct social work practice, and contribute constructively to the discussion of examples of direct social work practice;

Developed their ability to reflect critically on their own practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input.


Class Contact This unit will begin with a two day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Four hours per week.

Assessment Assessment 1: Skills exercise to be self monitored and assessed of role-play of case study (EWL 200-word limit) 20%. Assessment 2: Students will facilitate a 45-minute class session which will include a case presentation of an example of direct practice from their placement (EWL 1000-words) 35%. Assessment 3: Students will complete a written Assessment and intervention of the service user’s situation which they presented in class and incorporate relevant Content from the class discussion (1800-word limit) 45%.

Placement Nil.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT


Class Contact

One two-hour seminar once per fortnight for one semester.

Assessment Learning portfolio that includes the following aspects: placement learning portfolio that includes: inventory of practice skills, and reflecting on practice issues; and lastly, encourage students to

• Identify the knowledge on which to base their practice;
• Increased their competence at linking theory and practice in practice assessments and interventions within an overall framework of anti-oppressive social work practice.

Further developed their understanding of social work Assessment and intervention using strengths, solution-focused, narrative and other relevant approaches within an overall framework of anti-oppressive social work practice.

Been provided with opportunities to present, analyse and critique examples of direct social work practice, and contribute constructively to the discussion of examples of direct social work practice;

Developed their ability to reflect critically on their own practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input.


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Placement Nil.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT


Class Contact

One two-hour seminar once per fortnight for one semester.

Assessment Learning portfolio that includes the following aspects: placement learning portfolio that includes: inventory of practice skills, and reflecting on practice issues; and lastly, encourage students to

• Identify the knowledge on which to base their practice;
• Increased their competence at linking theory and practice in practice assessments and interventions within an overall framework of anti-oppressive social work practice.

Further developed their understanding of social work Assessment and intervention using strengths, solution-focused, narrative and other relevant approaches within an overall framework of anti-oppressive social work practice.

Been provided with opportunities to present, analyse and critique examples of direct social work practice, and contribute constructively to the discussion of examples of direct social work practice;

Developed their ability to reflect critically on their own practice, utilising peer feedback, consultation with lecturers, personal awareness and theoretical input.


Class Contact This unit will begin with a two day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Four hours per week.

Assessment Assessment 1: Skills exercise to be self monitored and assessed of role-play of case study (EWL 200-word limit) 20%. Assessment 2: Students will facilitate a 45-minute class session which will include a case presentation of an example of direct practice from their placement (EWL 1000-words) 35%. Assessment 3: Students will complete a written Assessment and intervention of the service user’s situation which they presented in class and incorporate relevant Content from the class discussion (1800-word limit) 45%.

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 mobilise change informed by a commitment to social justice, human rights and equity for all. Importantly, this unit has a practical component to enable students to develop their skills as community development practitioners.

Learning Outcomes At the completion of this unit of study, students will be able to:
- Demonstrate an understanding of the theories and practices of community work and community development;
- Define the process of community development including the tasks involved in the various stages of this process;
- Understand and be competent in the skills and knowledge required for community development;
- Critically evaluate the construction, assumptions and scope of current practices and the context in which community development is located;
- Critically examine the capacity of the community development process to encourage and sustain change, locally, nationally and internationally;
- Develop processes and skills for use in the concurrent field education placement.


Class Contact Three hours per week for one semester.

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 By the end of this unit of study, students will be able to:
- Recognise the diverse ways in which social workers undertake social planning – organisationally, locally, nationally and internationally;
- Demonstrate a critical understanding of the processes and Content of social planning;
- Identify the theoretical frameworks and debates relevant to social planning and the development of community service programs;
- Understand key activities of social planning such as designing and evaluating services, assessing community needs and place management;
- Explore the implication of various social planning frameworks for social justice and for critical social work practice.


Class Contact Three hours per week (lecture/ workshop) for one semester.

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 By the end of this unit of study, 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 way in which historical developments have shaped the delivery of services, treatment and policy options;
- Demonstrate what is meant by good health and mental wellbeing and how these definitions are socially constructed by social, cultural, economic and political imperatives;
- Demonstrate an understanding of structural (gender, age, class, religion, ethnicity, cultural including ATSIC communities and (dis) ability) factors in the health and mental wellbeing of all peoples;
- Demonstrate an understanding of the roles and responsibilities of government and non-government agencies in relation to the provision of health and mental health services and resources across the community sector;
- Demonstrate an understanding of, and critically evaluate, a range of policies and practices that influence the health and mental health agenda, especially their impact on equity and access issues;
- Critically evaluate the effectiveness of a range of policy, research and practice responses to health and mental health issues and concerns;
- Critically evaluate the effectiveness of the responses and services provided by government and non-government agencies for those

Class Contact Three hours per week for one semester.
Faculty of Arts, Education and Human Development

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;
- Be able to 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.

Required Reading
- Edelman, C & Mandele, CL (eds) 2006, Health promotion throughout the life span, Mosby Elsevier, St Louis, MO.

Recommended Reading

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

Assessment
- Assessment 1: Analysis of policy or research data on particular targeted group (750-word limit) 25%.
- 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%.
- 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 scrutiny 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
By the end of this unit of study, students will 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
- Thompson, N 2003, Promoting equality: challenging discrimination and oppression, Palgrave, Basingstoke.
- Rimmer, J, Pettit, D, Morgan, J & Hodgson 1984, Social work with schools, Department of Social Sciences, University of Melbourne.
- Caldwell, J 2003, Blueprint for leadership for the successful transformation of schools in the 21st century, Department of Education and Training, Australia.

Recommended Reading
- HPU 2004, Being well, doing well: a framework for health promoting schools in Scotland, HPSU, Scotland.

Class Contact
- One 90-minute lecture and one 90-minute tutorial per week 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 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 the nature of statutory social work within 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
By the end of this unit of study, students will be able to:
- Understand the historical development of social work’s statutory obligations;
- Undertake an analysis of the obligations within the various acts that inform statutory social work;
- Explore the nature of statutory social work and its impact on the profession and the service users, their families and the broader community, with reference to social and human rights, duty of care, and service provision;
- Demonstrate understandings of various discourses associated with statutory work and be able to place these discourses in an historical, cultural, political, legal, economic and social context;
- Demonstrate a critique of the way statutory social work is used in gender, economic, political, religious and cultural discourses and its impact on individuals, families and communities;
- Identify the recurrent tensions between statutory obligations and critical social work’s emphasis on empowerment, advocacy and social change around discriminatory and oppressive social/political relations;
- Examine appropriate practice, policy, and administrative and legislative responses when faced with issues arising from statutory obligations;
- Explore student’s own behaviours and attitudes in relation to issues discussed;
Gain some insight into 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**
- **Recommended Reading**
  - Brashears, F 1995, 'Supervision as social discipline of political science, economics, sociology and organisational theory, to analyse and interpret policy processes and important areas of social policy.

**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 organisational contexts of supervisory practice in the human services sector. It will assist students to critically examine the global, social, political, professional and service provisions discourses in the supervision context. Students will reflect on the stories of the characters involved in their supervision and examine the power of each of these characters in the supervision process. It will also consider the ethical dimensions of supervision practice and the implications of this in practice.

**Learning Outcomes** By the end of this unit of study, 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 professional 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**
- **Recommended Reading**
  - Bruce, EJ & Austin, MJ 2000, 'Social work supervision: assessing the past and mapping the future,' Clinical Supervisor, 19, pp. 85-107.

**ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES**

**Campus** St Albans.

**Prerequisite(s)** ASW2013 Introduction to Social Policy, or equivalent.

**Content** Social policy analysis, policy development and policy activism, aimed at protecting the interests of disadvantaged and disempowered people, 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, resource 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 Introduction to Social Welfare. This unit of study focuses on 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** By the end of this unit of study, students will 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.


**Recommended Reading**

Class Contact One weekly three-hour class. Format will vary in accordance with unit calendar.

Assessment Policy paper outline and annotated bibliography 20%; Class presentation 30%; Policy analysis paper (3000 words) 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 research might look like, emphasising the importance of participatory action approaches to research and evaluation. This unit will be on descriptive statistics and presenting data in meaningful ways.

Learning Outcomes By the end of this unit of study, students will be able to:
- Articulate an understanding of social research and its role in social work practice;
- Locate themselves as reflective practitioners/researchers;
- Develop an understanding of different paradigms used within social research;
- Articulate a critical awareness of what anti-oppressive social work research might look like, emphasising the importance of recognising practices that are driven by sexism, classism, racism and other dominant discourses;
- Evaluate critically the strengths and limitations of published research;
- Identify ethical issues and ethical guidelines for social work research;
- Use computers for quantitative data analysis, and the presentation of descriptive statistics.


Class Contact 90-minute lectures; 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; Value (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 and ASW2203 Interpersonal and Communication Skills.

Content This unit of study enables students to participate in a structured and supervised field experience. While social work practice changes, students will have the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on community development, research or policy work. A variety of social work and related agencies in and around Melbourne will be utilised. The field education co-ordinator will be responsible for selection and arrangement of placements according to AASW guidelines.

Learning Outcomes By the end of this unit of study, students will have:
- Developed knowledge relevant to the placement context, organisational structure and function and the role of social work within this context;
- Developed conceptual skills in relating theory to practice;
- Demonstrated a capacity to work independently and demonstrated initiative in practice situations;
- Recognised the ways in which the students’ values influence responses to particular practice situations;
- Identified how the policy and interests and values of dominant groups determine the definition of, and responses to, service user needs;
- Demonstrated specific skills in relation to the particular emphasis of specific placements ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills;
- Developed confidence in knowing how and when to use consultation and supervision;
- Demonstrated an emerging capacity for critical reflective practice;
- Demonstrated a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agency’s functions;
- Continually assessed the process of intervention in the light of personal and agency ideology and social work values.


Class Contact 490 hours of placement, including 28 hours integrative seminars.

Assessment Learning portfolio that includes: Placement learning and task contract, agency profile and evaluation, final placement report on learning undertaken during placement. The details for these are outlined in FE Manual. Combined 5000-word limit (ungraded). Students complete these Assessment tasks as per the unit outline. This unit is mastery Assessment and therefore all assignments must be submitted and a result of either satisfactory or unsatisfactory will be recorded.

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, including 28 hours of integrative seminars.

**ASW4201 FIELD EDUCATION 2: INTEGRATIVE SEMINAR**

**Campus** St Albans.

**Prerequisite(s)** ASW3201 Field Education 1; ASW3202 Field Education 1: Integrative Seminar and ASW2203 Interpersonal and Communication Skills.

**Corequisite(s)** ASW3200 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 at the end of the placement in which students will begin thinking about developing a Wong outcome and reflecting on shaping their 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** By the end of this unit of study, students will be able to:

- Identify issues related to the placement experience and integrate theory with practice and practice with theory;
- Identify and use effectively a range of skills required for social work practice: analyse developing practice skills;
- Identify the knowledge on which to base their practice;
- Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection;
- Evaluate own practice and revise their theory base in the light of this evaluation;
- Take responsibility for their learning and explore creative thinking about the use of practice skills.


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

**Assessment** Learning portfolio that includes: preparation of curricula vitae, job application – the details for these are outlined in FE Manual. Combined 5000-word limit (ungraded). Students complete these Assessment tasks as per the unit outline. This unit is mastery Assessment and therefore all assignments must be submitted and a result of either satisfactory or unsatisfactory will be recorded.

**Placement** Concurrent with second placement.

**ASW5001 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** At the completion of this unit of study, 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.

**ASW5002 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** By the end of this unit of study, students will be able to:

- Articulate the components required to undertake a research project;
- Commence a small piece of research;
- Understand ethical issues and ethical guidelines for conducting social work research;
- Complete an application for ethics approval;
- Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature.
Prepare a research proposal that will constitute a first draft of the first three chapters of the Honours thesis.


**Class Contact** Three-hour seminar.

**Assessment** Formal research proposal (5000-word limit) comprising the first three chapters of the Honours thesis 100%.

**Placement** Nil.

### ASX3005 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, student/s 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** By the end of this unit of study, 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.
OFFICE OF ARTS

Below are details of courses offered by the Office of Arts in 2008. 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 (FOOTSCRAY PARK) (I)

Course Code ABHC

Campus Footscray Park

Course Description and Objectives
Graduates of this Bachelor of Arts course will have:

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

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

Course Requirements
Students must successfully complete a total of 288 credit points. First-year undergraduate Arts 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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<th>From 2005 (AUS$)</th>
<th>Full Fee (AUS$)</th>
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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 3
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

Semester 2

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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, Political Science, Sociology of the Global South, Sociology and 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 Spanish. 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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

**BACHELOR OF ARTS/BACHELOR OF SCIENCE (I)**

**Course Code** ABPS

**Campus** St Albans (units of study also to be available at Footscray Park)

**Course Description**

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.

**Units of Study Offered**

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. The majors currently offered at Footscray Park include: Advanced English for Speakers of Languages other than English, Asian Studies, Chinese, Communication Studies, Cultural Studies, Histories of the Present, History, Japanese, Literary Studies, Multimedia, Political Science, Social Research Methods, International Communication and Culture, Psychology, Sociology, and Spanish and Spanish Studies and Vietnamese. As well as completing the 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.

**Course Structure**

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<th>Course Name</th>
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<th>SC Band</th>
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For a normal full-time load:

**Year 1**

**Semester 1**

RBF1310 BIOLOGY 1
RBF1150 GLOBAL ENVIRONMENTAL ISSUES

**Semester 2**

RBF1320 BIOLOGY 2
RBF1160 AUSTRALIAN LANDSCAPES AND BIOTA

**Year 2**

**Semester 1**

RBF2610 FUNDAMENTALS OF ECOLOGY
RBF2640 AUSTRALIAN ANIMALS

**Semester 2**

RBF2630 COMMUNITY AND ENVIRONMENT
RBF2620 AUSTRALIAN PLANTS

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BACHELOR OF ARTS/DIPLOMA OF LIBERAL ARTS (I)

Course Code ABXL

Campus Footscray Park

Course Description
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

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Diploma of Liberal Arts units of study or Academic Disclosure – Learning to Learn
Inquiry and Presentation
Public Life: Past and Present
Economy and Society
Author a Multi-media project
Nature and its Human Transformations or Text and Culture
Text and Culture

Year 2

Bachelor of Arts units
Arts Major Unit of Study 1
Arts Major 2 Unit of Study 2
Diploma of Liberal Arts units
Tradition and Modernity
Research Project
History & Sociology of Human Relationships or Urban Studies

Career Prospects
This course prepares students to become professional scientists in industrial and government employment. Graduates will be qualified to work in applied ecology and environmental management, and the business, educational and environmental engineering and social professions.

Admission Requirements
Units 3 and 4 – a study score of at least 20 in English (any) and a study score of at least 20 in science (any).
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Urban Studies
Theories of Human Personality or Text and Culture

Year 3 (All BA units of study)

Semester 1
- Arts Major Unit of Study 3
- Arts Major Unit of Study 4
- Arts Strand Unit 1
- Arts elective 1

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

Year 4 (All BA units of study)

Semester 1
- Arts Major Unit of Study 7
- Arts Strand Unit 3
- Arts Strand Unit 4
- AXF3001 Professional & Career Development (Capstone Task) or
- Arts Major Unit of Study 8 if Major is Psychology

Semester 2
- Arts Major Unit of Study 8 (Major Unit 9 if Psychology)
- Arts Strand Unit 5
- Arts Strand Unit 6
- Arts elective 3 or Arts Major Unit of Study 10 if major is Psychology

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

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

BACHELOR OF ARTS (ST ALBANS) (I)

Course Code ABXM

Campus St Albans

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

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

The course will provide students with the opportunity to:
- develop critical awareness and understanding of theory and research in chosen areas of study; gain insights into their own lives and the patterns of social, cultural and political experience of society in general; develop the capacity to generate, organise and undertake some research into the life of their community; develop critical analytical skills; develop academic skills in reading, note taking and collection and organisation of resource materials; develop 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.

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Course Structure

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Year 2

| Semester 1 | First Major – Unit 3 |  |  |  |  |  |
| First Major -Unit 4 |  |  |  |  |  |  |
| Second Major – Unit 3 |  |  |  |  |  |  |
| Elective Unit 3 |  |  |  |  |  |  |
| Semester 2 | First Major – Unit 5 |  |  |  |  |  |
| Second Major – Unit 4 |  |  |  |  |  |  |
| Second Major – Unit 5 |  |  |  |  |  |  |
| Elective unit 4 |  |  |  |  |  |  |

Year 3

| Semester 1 | First Major – Unit 6 |  |  |  |  |  |
| First Major – Unit 7 |  |  |  |  |  |  |
| Second Major – Unit 6 |  |  |  |  |  |  |
| Elective unit 5 |  |  |  |  |  |  |
| Semester 2 | AXF3001 PROFESSIONAL AND CAREER DEVELOPMENT | 12 | 0.1250 | 1 | $510 | $637 | $1,430 |
| First Major – Unit 8 |  |  |  |  |  |  |
| Second Major – Unit 7 |  |  |  |  |  |  |
| Second Major – Unit 8 |  |  |  |  |  |  |

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.

Students may also undertake units offered at the Footscray Park campus including from the areas of Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Political Science, Sociology of the Global South, Sociology and Vietnamese.

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 Admissions, Enrolment and Academic Procedures and Regulations section in the back of this handbook, and the VTAC Guide for details.

BACHELOR OF ARTS (HONOURS) (I)

Course Code AHSS

Campus St Albans

Course Description

The Honours year provides the opportunity to extend undergraduate degree work and attain a higher qualification. It will develop further your capacities for informed, conceptual thinking and your research skills. Its primary functions are: to provide the first stage towards a higher degree (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 | AXH1012 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES | 24 | 0.2500 | 1 | $1,019 | $1,274 | $2,861 |
|        | One or more units relevant to your discipline area | (this should be discussed with your supervisor or Departmental Honours co-ordinator). |  |  |  |  |  |  |
To be eligible for candidature to the Master of Arts by Research, applicants should normally have completed a four-year undergraduate degree. Admission Requirements

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 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.

DOCTOR OF PHILOSOPHY (I)

Course Code APXF

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 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.

MASTER OF ARTS (RESEARCH) (I)

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; 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 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 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.
Below are subject details for courses offered by the Office of Arts in 2008.

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.

APR0290 DIRECTED STUDY
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; APR1101 Introduction to Recreation; or equivalent
Content This unit of study will cover a range of areas in the field of outdoor recreation or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; facility or program critique; policy analysis etc.
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%. The Assessment tasks will relate to the Core Graduate Attributes – however this will also depend on the topic negotiated between the supervisor and the student.

AXF0009 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 both within Victoria University and in the community. Students will plan for and facilitate responsive learner-centred environments in schools, community settings and in a range of Victoria University settings. The unit will focus on inquiry, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship, and community and educational leadership. Using a constructivist approach, and developing knowledge and skills in supporting constructive inquiry and engagement with peers and community members, this unit will provide a preparation for mentoring and leadership for university students. This unit of study will connect with and complement student leadership and mentoring practice in a range of educational settings. Using a practice-theory approach students will: ask questions about student leadership and mentoring; What are the conditions that support individuals in becoming active and engaged? They will observe and reflect on the processes by which leaders and mentors promote safe and secure environments and relationships with community members. They will also: document their developing student leadership and mentoring practices and the reflections 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 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 By the end of this unit of study, 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;
• 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.


Websites
• Curriculum@Work. www.sofweb.vic.edu.au/cratw.

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 the student leadership and mentoring exposure. 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 conducted by a member of the staff of the University and if conducted externally, by a member of the relevant professional group or community organisation.
AXF1001 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** By the end of this unit of study, students will:  
• Have developed 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;  
• Have an understanding of some philosophical questions; about what it means to be human, how our identities are formed and constituted, and how we know things;  
• Have the ability to demonstrate some of the ways in which arts and social science disciplines examine different questions.  
**Required Reading**  
• *AXF1001 Unit Reader (current year)* and the *AXF1001 Reading and Writing Resource (current year)*, both available from the university Campus bookshop.  
**Class Contact** Three hours per week for one semester (one two-hour lecture/viewing and one one-hour tutorial, both starting in the first week). Furthermore, most students will attend a so-called ‘student circle’ (mentoring program) for at least four weeks of the semester, starting in the second week.  
**Assessment** Formative written work (2000 words) 65%; Summative examination 35%. Successful completion of the unit of study requires attendance at a minimum of nine out of 12 tutorials. For those students required to attend a student circle, at least four such circles must be attended over the semester.  

AXF1002 KNOWING AND KNOWLEDGE B
Campus Footscray Park and St Albans.  
**Prerequisite(s)** Nil.  
**Content** This foundational unit of study is designed to help fist-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 AXF1001 but can be taken independently.  
**Learning Outcomes** By the end of this unit of study, students will:  
• Be able to locate, distinguish and evaluate different sources of information and identify what is ‘legitimate knowledge’ for their disciplinary studies;  
• Be able to 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**  
• *AXF1002 Unit of study Reader (current year)* and the *AXF1002 Reading and Writing Resource (current year)*, both available from the University Campus bookshop.  
**Class Contact** Three hours per week for one semester (one two-hour lecture and one one-hour tutorial, both starting in the first week). Furthermore, students may choose to attend a so-called ‘student circle’ (starting in the second week).  
**Assessment** Written work (2000 words) 70%; Final examination 30%. Successful completion of the unit of study requires attendance at a minimum of nine out of 12 tutorials and the successful completion of the Student Portfolio assignment (set by Student Career Development).  

AXF3001 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 fulfilment. It includes material on conflict resolution and working with others in a collegial environment. Students will construct a personal career plan, building on their working style and interests and the likely developments in their field of interest. As part of an Assessment task they will interview an employee in that field, and be taught to network using informal as well as formal methods of orientating themselves as professionals. They will be assisted in the preparation of their curriculum vitae and a resume, in preparing an effective job application and in presenting themselves at an interview.  
**Learning Outcomes** By the end of this unit of study, students will:  
• 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%.  

AXH1003 HONOURS THESIS (FULL-TIME)
Campus Footscray Park, St Albans.  
**Prerequisite(s)** Completion of two Honours coursework units at an Honours level.  
**Required Reading** The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.  

AXH1004 HONOURS THESIS (PART-TIME)
Campus Footscray Park, St Albans.  
**Prerequisite(s)** As for AXH1003 Honours Thesis.  

AXH1012 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES
Campus Footscray Park and St Albans.  
**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** By the end of this unit of study, students will:  
• Be able to discuss a range of the relatively new fields of study which have emerged in the humanities and social sciences;  
• Have been introduced to some of the recent theoretical debates within the humanities and social sciences;  
• Be able to evaluate different conceptual frameworks employed by various disciplines to interpret current social issues;  
• Have developed advanced skills of analysis and synthesis relevant to research within these fields;  
• Be familiar with some of the diverse methodologies that inform research in these fields.  
**Required Reading** To be advised by lecturer.  
**Class Contact** Three hours per week for one semester.  
**Assessment** Review essay 25%; Seminar paper 25%; Essay 50%.
ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Kulin Nations who were the custodians of University land for many centuries. We acknowledge that the land on which we meet was the place of special ceremonies of celebration, initiation and renewal, and that the Kulin Nations people's living culture had and has a unique role in the life of this region.