DISCLAIMER

The information contained in Victoria University’s 2010 Faculty of Arts, Education and Human Development Handbook was current at 31 August 2009.

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 2010 Faculty of Arts, Education and Human Development is designed to provide students with detailed information on course structures and subject details for undergraduate and postgraduate courses offered by the faculty in 2010.

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.

PLEASE NOTE

This handbook provides a guide to courses available within Victoria University’s Faculty of Arts, Education and Human Development in 2010. Although all attempts have been made to make the information as accurate as possible, students should check with the faculty that the information is accurate when planning their courses.

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

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

OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University’s website or by contacting the University directly.
# CONTENTS

Faculty Delivered - AEHD

<table>
<thead>
<tr>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Master of Arts (Research) (I)</td>
<td>1</td>
</tr>
</tbody>
</table>

School of Communication and The Arts

<table>
<thead>
<tr>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Communication (Public Relations)</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Creative Arts Industries (I)</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor of Arts (I)</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Diploma/Bachelor of Arts (Interactive Media)</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor of Arts (Multimedia)</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Communication (I)</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Arts (Professional Writing)</td>
<td>9</td>
</tr>
<tr>
<td>Bachelor of Multimedia Systems</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor of Arts (Computer-Mediated Art)</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor of Arts/Diploma of Liberal Arts (I)</td>
<td>12</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>13</td>
</tr>
<tr>
<td>Graduate Diploma in Communication (Public Relations) (I)</td>
<td>14</td>
</tr>
<tr>
<td>Graduate Diploma in Communication</td>
<td>14</td>
</tr>
<tr>
<td>Graduate Diploma in Communication (I)</td>
<td>15</td>
</tr>
<tr>
<td>Graduate Diploma in Multimedia (I)</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Diploma in Modern Languages</td>
<td>16</td>
</tr>
<tr>
<td>Bachelor of Arts (Honours) Computer Mediated Art and Multimedia</td>
<td>18</td>
</tr>
<tr>
<td>Bachelor of Multimedia Systems (Honours) (I)</td>
<td>18</td>
</tr>
<tr>
<td>Master of Arts in Communication</td>
<td>18</td>
</tr>
<tr>
<td>Master of Communication (I)</td>
<td>19</td>
</tr>
<tr>
<td>Master of Arts in Multimedia</td>
<td>20</td>
</tr>
<tr>
<td>Doctor of Philosophy (I)</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Certificate in Communication (Public Relations) (I)</td>
<td>21</td>
</tr>
<tr>
<td>Graduate Certificate in Communication (I)</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Certificate in Professional English Communication (I)</td>
<td>22</td>
</tr>
<tr>
<td>Graduate Certificate in Multimedia (I)</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor of Arts - Performance and Multimedia</td>
<td>23</td>
</tr>
<tr>
<td>Bachelor of Arts - Performance Studies</td>
<td>24</td>
</tr>
<tr>
<td>Bachelor of Music (Performance)</td>
<td>24</td>
</tr>
<tr>
<td>Bachelor of Music (Technology)</td>
<td>25</td>
</tr>
<tr>
<td>Subjects</td>
<td>27</td>
</tr>
</tbody>
</table>

School of Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education (Early Childhood/Primary) (I)</td>
<td>105</td>
</tr>
<tr>
<td>Bachelor of Education (VET/Secondary Teaching)</td>
<td>105</td>
</tr>
<tr>
<td>Graduate Diploma in Early Childhood Education</td>
<td>105</td>
</tr>
<tr>
<td>Graduate Diploma in Educational Learning and Leadership (I)</td>
<td>106</td>
</tr>
<tr>
<td>Master of Education (I)</td>
<td>107</td>
</tr>
<tr>
<td>Master of Teaching (Secondary) (I)</td>
<td>109</td>
</tr>
<tr>
<td>Doctor of Philosophy (I)</td>
<td>110</td>
</tr>
<tr>
<td>Graduate Certificate in Educational Learning and Leadership (I)</td>
<td>110</td>
</tr>
<tr>
<td>Bachelor of Arts - Early Childhood Education</td>
<td>111</td>
</tr>
<tr>
<td>Bachelor of Education (I)</td>
<td>112</td>
</tr>
<tr>
<td>Bachelor of Arts (Kyinandoo) (I)</td>
<td>113</td>
</tr>
<tr>
<td>Bachelor of Arts - Youth Studies (I)</td>
<td>114</td>
</tr>
<tr>
<td>Graduate Diploma in Secondary Education (I)</td>
<td>114</td>
</tr>
<tr>
<td>Graduate Diploma in TESOL and Literacy</td>
<td>115</td>
</tr>
<tr>
<td>Graduate Diploma in TESOL (I)</td>
<td>116</td>
</tr>
<tr>
<td>Master of Education (Specialisation)</td>
<td>116</td>
</tr>
<tr>
<td>Master of TESOL and Literacy</td>
<td>117</td>
</tr>
<tr>
<td>Master of TESOL</td>
<td>118</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>118</td>
</tr>
<tr>
<td>Master of Arts (By Research)</td>
<td>119</td>
</tr>
<tr>
<td>Master of Education (By Research) (I)</td>
<td>120</td>
</tr>
<tr>
<td>Graduate Certificate in Tertiary Education</td>
<td>120</td>
</tr>
<tr>
<td>Graduate Certificate in Teaching English To Speakers of Other Languages (TESOL)</td>
<td>120</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>121</td>
</tr>
<tr>
<td>Subjects</td>
<td>122</td>
</tr>
</tbody>
</table>
School of Social Sciences and Psychology

Bachelor of Arts (International Studies)/Bachelor of Business (International Trade) 189
Bachelor of International Studies/Bachelor of Arts (I) 190
Bachelor of International Studies/Bachelor of Communication (I) 190
Bachelor of International Studies/Bachelor of Engineering (I) 191
Bachelor of International Studies/Bachelor of Science (I) 192
Bachelor of International Studies/Bachelor of Psychology (I) 193
Bachelor of International Studies/ Bachelor of Sport and Recreation Management (I) 193
Bachelor of International Studies (I) 194
Bachelor of International Studies/Bachelor of Business (International Trade) 195
Bachelor of International Studies/Bachelor of Social Work (I) 196
Bachelor of International Studies/Bachelor of Exercise Science & Human Movement (I) 196
Bachelor of Psychology/ Bachelor of Business (Human Resource Management) 197
Bachelor of Psychology (Interpersonal & Organisational) (I) 198
Bachelor of Psychology (I) 199
Bachelor of Arts/Bachelor of Science 199
Bachelor of Science (Psychology) (I) 200
Bachelor of Arts (Human Services) 202
Bachelor of Arts (Community Development) 203
Bachelor of Arts (International Community Development) (I) 203
Bachelor of Arts (Community Development) 204
Bachelor of Arts (Criminal Justice Studies) (I) 205
Bachelor of Arts (Legal Studies) (I) 206
Bachelor of Arts (Advocacy & Mediation) (I) 206
Bachelor of Social Work (Preliminary Year) (I) 207
Bachelor of Social Work (I) 208
Bachelor of Social Work (I) 209
Graduate Diploma in Asian and Pacific Studies 210
Graduate Diploma in International Community Development (I) 210
Graduate Diploma in Counselling 211
Graduate Diploma in Counselling (Child and Adolescent) 211
Graduate Diploma in Arts (Social Research Methods) 212
Graduate Diploma in Psychological Studies 212
Graduate Diploma in Psychology (I) 213
Graduate Diploma in Community Services 213
Bachelor of Arts (Honours) (I) 214
Bachelor of Arts (Honours) Psychology 215
Bachelor of Psychology (Honours) 215
Bachelor of Science (Honours) Psychology 216
Bachelor of Arts (Honours) (I) 216
Graduate Programs in Asian and Pacific Studies 217
Master of Social Science - Forensic & Crime Studies 217
Master of Arts in International Community Development (I) 218
Master of Applied Psychology in Community Psychology 219
Master of Psychology (Clinical Psychology) 219
Master of Counselling (I) 220
Master of Psychology (Clinical Neuropsychology) 221
Master of Applied Psychology in Sport Psychology 221
Master of Psychoanalysis 222
Master of Arts (Community Services) 223
Master of Social Work 223
Doctor of Philosophy (I) 224
Doctor of Philosophy (I) 224
Doctor of Philosophy 224
Master of Arts (By Research) 225
Graduate Certificate in Asian and Pacific Studies 225
Graduate Certificate in International Community Development (I) 225
Graduate Certificate in Community Services 225
Doctor of Philosophy (Clinical Psychology) 226
Doctor of Psychology (Clinical Neuropsychology) 227
Doctor of Applied Psychology (Community Psychology) 228
Doctor of Applied Psychology (Sport Psychology) 228
Doctor of Social Work 229
Master of Health Science - Aged Services 229
Subjects 231
<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Exercise Science &amp; Human Movement/Bachelor of Sport &amp; Recreation Management (I)</td>
<td>321</td>
</tr>
<tr>
<td>Bachelor of Sport &amp; Recreation Management/Bachelor of Business - Event Management</td>
<td>322</td>
</tr>
<tr>
<td>Bachelor of Sport and Recreation Management/Bachelor of Business Marketing</td>
<td>322</td>
</tr>
<tr>
<td>Bachelor of Sport and Recreation Management/Bachelor of Business Management</td>
<td>323</td>
</tr>
<tr>
<td>Bachelor of Sport and Recreation Management (I)</td>
<td>324</td>
</tr>
<tr>
<td>Graduate Diploma in Clinical Exercise Practice</td>
<td>326</td>
</tr>
<tr>
<td>Master of Applied Science - Clinical Exercise Practice (I)</td>
<td>327</td>
</tr>
<tr>
<td>Doctor of Philosophy (I)</td>
<td>327</td>
</tr>
<tr>
<td>Bachelor of Exercise Science and Human Movement (I)</td>
<td>328</td>
</tr>
<tr>
<td>Bachelor of Applied Science - Sport Science (Golf)</td>
<td>329</td>
</tr>
<tr>
<td>Bachelor of Arts (Sport Administration)/Bachelor of Business (Marketing)</td>
<td>330</td>
</tr>
<tr>
<td>Bachelor of Recreation Management</td>
<td>331</td>
</tr>
<tr>
<td>Bachelor of Exercise Science and Human Movement/Bachelor of Psychology (I)</td>
<td>331</td>
</tr>
<tr>
<td>Bachelor of Arts (Sport Administration)/Bachelor of Business (Management)</td>
<td>332</td>
</tr>
<tr>
<td>Bachelor of Applied Science - Physical Education (Secondary) (I)</td>
<td>333</td>
</tr>
<tr>
<td>Bachelor of Arts (Sport Administration)/Bachelor of Business (Event Management)</td>
<td>334</td>
</tr>
<tr>
<td>Bachelor of Exercise Science and Human Movement/Bachelor of Arts (Sport Administration)</td>
<td>335</td>
</tr>
<tr>
<td>Bachelor of Arts - Sport Administration</td>
<td>336</td>
</tr>
<tr>
<td>Bachelor of Applied Science Sports Science (Tennis)</td>
<td>336</td>
</tr>
<tr>
<td>Graduate Diploma in Exercise For Rehabilitation (I)</td>
<td>337</td>
</tr>
<tr>
<td>Bachelor of Applied Science (Honours) - Human Movement</td>
<td>338</td>
</tr>
<tr>
<td>Bachelor of Arts (Honours) - Performance Studies</td>
<td>338</td>
</tr>
<tr>
<td>Bachelor of Arts (Honours) - Recreation Management (I)</td>
<td>338</td>
</tr>
<tr>
<td>Bachelor of Arts (Honours) - Sport Administration (I)</td>
<td>339</td>
</tr>
<tr>
<td>Master of Applied Science - Exercise Rehabilitation (I)</td>
<td>339</td>
</tr>
<tr>
<td>Master of Applied Science - Human Performance</td>
<td>340</td>
</tr>
<tr>
<td>Master of Sport Business</td>
<td>340</td>
</tr>
<tr>
<td>Doctor of Philosophy (Research)</td>
<td>341</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>341</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>342</td>
</tr>
<tr>
<td>Doctor of Philosophy</td>
<td>342</td>
</tr>
<tr>
<td>Masters Degrees By Research Master of Applied Science (I)</td>
<td>343</td>
</tr>
<tr>
<td>Master of Arts (I)</td>
<td>343</td>
</tr>
<tr>
<td>Master of Applied Science</td>
<td>344</td>
</tr>
<tr>
<td>Graduate Certificate in Sport and Recreation Management</td>
<td>344</td>
</tr>
<tr>
<td>Subjects</td>
<td>345</td>
</tr>
</tbody>
</table>
Below are details of courses offered by Faculty Delivered - AEHD in 2010. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

**DOCTOR OF PHILOSOPHY**
Course Code: APXF
Campus: Werribee, City Flinders, Sunbury, Dependent upon supervision
Course Objectives: (For continuing students only)
The Faculty of Arts, Education and Human Development offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Community Development; Community Psychology; Computer Mediated Art; Creative and Professional Writing; Cultural Studies; Developmental Neuropsychology; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies; Pacific Island Studies; Political Science; Postcolonial Studies; Psychology of Health and Social Development; Sleep and Sleep Problems; Social Policy; Sociology; Spanish and Latin American Studies; Gender Studies.
Course Duration: To be advised.
Admission Requirements: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts by Research degree or a four-year undergraduate degree with Honours. If you have not completed a Master of Arts by Research degree, you will normally be enrolled in the first instance in a Masters program and will be given the opportunity to convert to a Doctoral program when you have completed sufficient work to satisfy the Faculty that your topic is suitable in scope and level for doctoral study. Initial contact should be made with either the relevant School Postgraduate Studies Co-ordinator or the Faculty Postgraduate Studies Co-ordinator to clarify your proposed area of research. You will need to discuss the availability of suitable supervision for your program and any facilities or support you will require.
Course Structure: The School of Communication, Culture and Language and the School of Social Sciences offers supervision for research leading to the degree of Doctor of Philosophy in any of the areas offered for Master of Arts studies. Candidates for this degree may be enrolled in the first place in the Master of Arts program, and given the opportunity to convert when they have completed sufficient work to demonstrate their own ability in research and to satisfy the Faculty that the topic is suitable in scope and level for a doctoral study. Students are normally required to spend the equivalent of three years full-time study on doctoral research.

**MASTER OF ARTS (RESEARCH) (I)**
Course Code: ARXF
Campus: Werribee, City Flinders, Sunbury, Dependent upon supervision
Course Objectives: 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: To be advised.
Admission Requirements: To be eligible for candidature to the Master of Arts by Research, applicants should normally have completed a four-year undergraduate degree with Honours, or have attained results at Distinction level or higher in a three-year undergraduate degree and have other relevant experience.
The Master of Arts by Research is offered under this code in the School of Communication, Culture and Language and also in the School of Social Sciences. Initial contact should be made with either of the relevant School Postgraduate Co-ordinators or the Faculty Postgraduate Studies Co-ordinator to clarify your proposed area of research. You will need to discuss the availability of suitable supervision for your program and any facilities or support you will require.
Course Structure: 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.
School of Communication and the Arts

Below are details of courses offered by School of Communication and the Arts in 2010. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

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

Bachelor of Communication (Public Relations)

Course Code: ABAC

Campus: St Albans

Course Objectives: (For continuing students only)

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.

Career Opportunities: Graduates may gain employment in a broad range of positions in the public relations and communication field, including:

- Public relations consultant
- Communications manager
- Media relations officer
- Publicist
- Reputation manager
- Publicity officer
- Community relations officer
- Corporate affairs manager
- Information officer
- Events coordinator
- Fundraising and marketing manager
- Political adviser.

Course Duration: 3 years

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

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

- complete six other units which may be sequenced or unsequenced;
- a degree cannot contain more than 10 first-year units;
- no more than six units may be taken from outside the Faculty of Arts, Education and Human Development.

Year 1, Semester 1

For a normal full-time load:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACY1001</td>
<td>Principles and Practice of Public Relations</td>
<td>12</td>
</tr>
<tr>
<td>ACC1047</td>
<td>Culture and Communication</td>
<td>12</td>
</tr>
<tr>
<td>ACM1008</td>
<td>Introduction to Web Production</td>
<td>12</td>
</tr>
<tr>
<td>Contextual Studies Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1, Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP1054</td>
<td>Introduction to Media Writing</td>
<td>12</td>
</tr>
<tr>
<td>ACC1048</td>
<td>Media, Culture and Society</td>
<td>12</td>
</tr>
<tr>
<td>Contextual Studies Unit 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2, Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP2003</td>
<td>Media Management in Public Relations</td>
<td>12</td>
</tr>
<tr>
<td>ACP3051</td>
<td>Writing for Public Relations and Advertising</td>
<td>12</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus one of the following three units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC3045</td>
<td>Video Production</td>
<td>12</td>
</tr>
<tr>
<td>ACC3046</td>
<td>Communicating with Radio</td>
<td>12</td>
</tr>
<tr>
<td>ACP2070</td>
<td>Editing Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>Year 2, Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP2005</td>
<td>Communication Research</td>
<td>12</td>
</tr>
<tr>
<td>ACC3003</td>
<td>Ethical and Legal Issues in Communication</td>
<td>12</td>
</tr>
<tr>
<td>Elective 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus one of the following two units:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP2079</td>
<td>Publishing Principles and Practice</td>
<td>12</td>
</tr>
<tr>
<td>ACM2003</td>
<td>Interactive Programming</td>
<td>12</td>
</tr>
<tr>
<td>Year 3, Semester 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACPY3001</td>
<td>Public Relations Campaigns and Management</td>
<td>12</td>
</tr>
<tr>
<td>ACC3047</td>
<td>Communicating in Organisations</td>
<td>12</td>
</tr>
<tr>
<td>ACPY3004</td>
<td>Career Development for Communication Professionals</td>
<td>12</td>
</tr>
<tr>
<td>Elective 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3, Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACPY3005</td>
<td>Communication Professional Practice</td>
<td>12</td>
</tr>
<tr>
<td>ACPY3006</td>
<td>Marketing Communication</td>
<td>12</td>
</tr>
<tr>
<td>Elective 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Bachelor of Creative Arts Industries is a three-year degree which develops artistic talent and knowledge, skills and experience in the creative arts industries. Students study eight core units, and choose to specialise in two major areas of study (specialisations) in creative arts. Creative arts specialisations include Performance Studies, Creative Writing, Visual Arts and Digital Media. Students also choose four electives to construct a course which meets their individual artistic interests and career aspirations. Students are able to apply their specialisations through Learning in the Workplace and Community assessment tasks, culminating in two third-year units in Professional Engagement. The course has a particular focus on the digital technology and business management skills required for participation in the contemporary creative arts industries. The course allows for advanced standing for students who have undertaken Diploma or Advanced Diploma level study in a creative arts field, or who have experience as a creative arts practitioner.

The course provides students with the knowledge and skills to operate as professionals in the creative arts industries; enables students to develop skills across multiple creative arts disciplines and to engage in the diversity of fields required for creative arts practitioners; provides opportunities for students to participate in industry placements and community engagement and partnership projects; enhances students' career opportunities by connecting specific knowledge and skills in creative arts with the cultural, entrepreneurial and enterprise acumen required for successful participation and employment in the creative arts industries.

Career Opportunities: The course equips students to pursue diverse career paths in the creative arts industries, utilising their specialised areas of study. Careers include: Community Arts Director, Digital Art Director, Advertising Copywriter, Creative Writer, Festival Director, Editor, Event Manager, Flash Developer, Freelance Designer, Interactive Art Director, Online Designer, Performance Artist, Project Manager, Publications Officer, Publisher, Scriptwriter, Visual Artist, Web Designer.

Course Duration: 3 years

Admission Requirements: Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any).

Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics.

Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points.

Extra Requirements: NONY12: Interview; (some applicants only): Details will be provided by telephone or mail to the applicants required to attend.

Course Structure: To be awarded the degree of Bachelor of Creative Arts Industries, 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 eight core units;
- complete two specialisations in either Creative Writing, Performance Studies, Visual Arts or Digital Media, comprising six units in each specialisation;
- complete four elective units;
- a degree cannot contain more than ten first-year units.

**CORE UNITS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC1007</td>
<td>CREATIVITY AND INNOVATION</td>
<td>12</td>
</tr>
<tr>
<td>AC1008</td>
<td>CREATIVE ARTS IN CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>AC2100</td>
<td>ARTS INDUSTRIES: THE INSIDE STORY</td>
<td>12</td>
</tr>
</tbody>
</table>

**Plus**

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - six units</td>
<td></td>
</tr>
<tr>
<td>2 - six units</td>
<td></td>
</tr>
<tr>
<td>Four electives</td>
<td></td>
</tr>
</tbody>
</table>

**Specialisations**

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

The course provides students with the opportunity to:

- develop critical awareness and understanding of theory and research in chosen areas of study;
- gain insights into their own lives and the patterns of social, cultural and political experience of society in general;
- develop the capacity to generate, organise and undertake research into the life of their community;
- develop academic skills in reading, note-taking and collection and organisation of resource materials including the presentation of oral and written material;
- develop skill and confidence in group discussion and activity; and
- develop interpersonal skills consistent with professional practice.

Career Opportunities: A VU general Arts degree provides students with a broad range of skills and experiences, which will open the door to a wide range of careers. The skills developed as an Arts student are a foundation that will enable graduates to move into and across quite different careers and further studies, over a lifetime. The BA degree also provides a platform for students entering into postgraduate programs either by coursework or research. Graduates often move straight into positions in the public service, corporate, community and non-government organisations utilising their generalist skills and applying their specialist knowledge of their specialisations.
Others move onto graduate studies to become teachers, social workers and the many other courses and careers that require a generalist first degree.

**Course Duration:** 3 years

**Admission Requirements:** Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any).

Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics.

Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points.

Extra Requirements: NONY12: Interview (some applicants only): Details will be provided by telephone or mail to the applicants required to attend.

**Course Structure:** To be awarded the degree of Bachelor of Arts students must have successfully completed a total of 288 credit points. Students are also encouraged to undertake a semester overseas taking advantage of the University’s Study Abroad program, where students undertake an approved study plan, which still enables them to satisfy the requirements of the degree. Students must satisfy the following requirements:

- 24 semester-length units;
- A minimum of 25% of assessment in Learning in the Workplace and Community (LiWC);
- No more than ten first-year units;
- No more than eight units from outside the course, i.e. at least 16 units must be Bachelor of Arts units.

Units from other courses in and outside the Faculty can also be chosen with permission from the Coordinator. Students may also undertake units at other Universities with the permission of the Coordinator. Students may also undertake ACX3002 Special Project in a specialisation of their choice, with the approval of the specialisation Coordinator. Students should undertake ACX3002 only once in their degree.

ASX1001 Asian Philosophy is also offered as a first-year elective.

**SPECIALISATIONS**

Students choose two specialisations and complete six units in each of these (or ten in Psychology for APAC accreditation).

Students undertake two specialisation sequences from the following list:

Advanced English for Speakers of Other Languages (AESOL)

ASIAN STUDIES

COMMUNICATION STUDIES

GENDER STUDIES

HISTORY

LITERARY STUDIES

MEDIA STUDIES

PERFORMANCE STUDIES

POLITICAL SCIENCE

PROFESSIONAL WRITING

PSYCHOLOGY

SOCIAL RESEARCH METHODS

SOCILOGY

VISUAL ARTS

VIETNAMESE

Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

**COURSE STRUCTURE FOR STUDENTS NOT UNDERTAKING PSYCHOLOGY AS A SPECIALISATION**

**CORE UNITS**

ACX1001 KNOWING AND KNOWLEDGE A 12

ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12

ACX3005 GRADUATING PROJECT 1 12

ACX3006 GRADUATING PROJECT 2 12

Plus Specialisation One - six units

Plus Specialisation Two - six units

Plus eight electives

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

ACX1002 KNOWING AND KNOWLEDGE B 12

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

ASX1001 ASIAN PHILOSOPHY 12

**COURSE STRUCTURE FOR STUDENTS UNDERTAKING PSYCHOLOGY AS A SPECIALISATION**

**CORE UNITS**

ACX1001 KNOWING AND KNOWLEDGE A 12

ACX3006 GRADUATING PROJECT 2 12

Plus Specialisation One (Psychology) - ten units

Plus Specialisation Two - six units

Plus six electives

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

APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12

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

APP3028 FIELDWORK 12

ASPAES ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL) 0

ASPASI ASIAN STUDIES 0

ASPCOM COMMUNICATION STUDIES 0

ASPGEN GENDER STUDIES 0

ASPHIS HISTORY 0

ASPLIT LITERARY STUDIES 0

ASPMED MEDIA STUDIES 0

ASPPES PERFORMANCE STUDIES 0

ASPPOL POLITICAL SCIENCE 0

ASPPRW PROFESSIONAL WRITING 0

ASPSY PSYCHOLOGY 0

ASPSRM SOCIAL RESEARCH METHODS 0

ASPSCM SOCIOLOGY 0

ASPVIS VISUAL ARTS 0

ASPVIE VIETNAMESE 0
**ADVANCED DIPLOMA/BACHELOR OF ARTS (INTERACTIVE MEDIA)**

**Course Code:** ABCG

**Campus:** St Albans,

**Course Objectives:** (For continuing students only)

This course builds on existing rationales of the Advanced Diploma in Electronic Design and Multimedia and the Bachelor of Arts (Multimedia). It complements current offerings in these areas by providing a specialist focus on games development. This course will provide professional training tailored to meet the specific needs of the computer games industry and will deliver both games-specific technical skills and relevant generic skills through its project-based approach to delivery.

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

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

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent**.

*Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any).
Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record**.

Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

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

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

**Year 1, Semester 2**

**TAFE Units**

- CUFIMAD6A DEVELOP AND IMPLEMENT VISUAL EFFECTS DESIGNS 0
- CUFMEMO2A AUTHOR A MULTIMEDIA PRODUCT 0
- CUFMEMO1A DESIGN AND CREATE A MULTIMEDIA INTERFACE 0
- ICPMM61DA PREPARE MULTIMEDIA FOR DIFFERENT PLATFORMS 0
- CUFWRTO7A WRITE AN INTERACTIVE SEQUENCE FOR MULTIMEDIA 0
- CUFMEMO9A APPLY PRINCIPLES OF GAME DESIGN TO A MULTIMEDIA PRODUCT 0
- CUFEDTO1A MAKE CREATIVE AND TECHNICAL EDITING DECISIONS 0
- THHGLE12A DEVELOP AND MANAGE MARKETING STRATEGIES 0

**Year 2, Semester 1**

**TAFE and Higher Education units**

- CUFGENO1A DEVELOP AND APPLY INDUSTRY KNOWLEDGE 0
- CUEOHS1A IMPLEMENT WORKPLACE HEALTH, SAFETY AND SECURITY PROCEDURES. 0
- ICIAITAD058A APPLY SKILLS IN OBJECT ORIENTED DESIGN 0
- CUSADM08A ADDRESS COPYRIGHT REQUIREMENTS 0
- CUFA DM01A PREPARE A PROPOSAL 0
- CUFMEMO7A APPLY PRINCIPLES OF VISUAL DESIGN AND COMMUNICATION TO THE DEVELOPMENT OF A MULTIMEDIA PRODUCT 0

**Arts Major - Unit 1**

- ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12

**Arts Major - Unit 2**

- Arts Elective

**Year 3, Semester 1**

**Higher Education units only**

- ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12

**Arts Major - Unit 3**

- Arts Major - Unit 4
- Arts Major - Unit 5
- Year 3, Semester 2
- Arts Major - Unit 6
- Arts Major - Unit 7
- Arts Major - Unit 8
- Arts Elective

**NOTE:** Arts Major MUST be a Communication or Professional Writing major
BACHELOR OF ARTS (MULTIMEDIA)
Course Code: ABCM

Campus: St Albans,

Course Objectives: (For continuing students only)
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.

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

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

Course Duration: 3 years

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

Course Structure: To be awarded the Bachelor of Arts (Multimedia), students must have successfully completed a total of 288 credit points. Each unit of study carries 12 credit points. Full-time students will normally complete an average of 48 credit points of four units each semester.

In addition, students must satisfy the following requirements:
- completion of 24 semester-length units;
- completion of two majors (Multimedia plus Professional Writing or Communication Studies);
- no more than eight units may be taken from outside the Faculty of Arts, Education and Human Development ie. at least 16 units must be arts units;
- a degree cannot contain more than 10 first-year units

Year 1, Semester 1
For a normal full-time load:

ACM1008  INTRODUCTION TO WEB PRODUCTION 12
ACM1009  VISUAL DESIGN FOR DIGITAL MEDIA 12
Second Major Unit - Professional Writing or Communication Studies
Elective (a list is available from the website)

Year 1, Semester 2

ACM1006  DIGITAL SOUND AND VIDEO 12
ACM1007  ANIMATION 12
Second Major Unit - Professional Writing or Communication Studies
Elective

Year 2, Semester 1

ACM2003  INTERACTIVE PROGRAMMING 12
Second Major Unit - Professional Writing or Communication Studies
Second Major Unit - Professional Writing or Communication Studies

Year 2, Semester 2

ACM2008  DYNAMIC WEB DEVELOPMENT 12
ACM2007  INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
Second Major Unit - Professional Writing or Communication Studies

Year 3, Semester 1

ACM3003  DVD AND SCRIPT DEVELOPMENT 12
ACY3004  CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12
Second Major Unit - Professional Writing or Communication Studies
Elective

Year 3, Semester 2

ACC3001  COMMUNICATION GRADUATING PROJECT 1 12
Second Major Unit - Professional Writing or Communication Studies
Second Major Unit - Professional Writing or Communication Studies

Elective

BACHELOR OF COMMUNICATION (I)
Course Code: ABCO

Campus: St Albans,

Course Objectives: The course is a three-year Bachelor of Communication degree, providing core studies in contemporary communication theories and applications. Students choose to specialise in Professional Writing, Public Relations or Digital Media. The focus is necessarily global, providing education in professional communication for graduates seeking to pursue careers in Australia and internationally. The Professional Writing specialisation is for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, including creative and media applications, editing, publication, design and publishing. The Public Relations specialisation provides an opportunity for students interested in a career in the broad and expanding field of public relations. Students acquire knowledge and skills in principles and practices of public relations, including professional presentation, media management, research, campaigns and management skills. The Digital Media specialisation is for students seeking to combine theoretical understandings of digital and other new media with advanced practical skills in the design and production of digital media materials. All students undertake studies in career development for communication professionals and have an opportunity for professional practice. In the final year all students undertake a major graduating project. This up-to-date course is taught by expert academics with current industry knowledge.

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

Career Opportunities: Graduates from this degree have a variety of career options. Employment in all facets of the Communication and Media Industries can be as diverse as policy writing, content development, human resource training and development, publications, or research and development.

Communications graduates are employed in government, commercial and not-for-
profit organisations – making this degree one of the most applicable and flexible across a range of industries. Specific specialisations allow graduates to target particular career options.

Graduates with the Public Relations specialisation may gain employment in a broad range of positions in the public relations and communication fields, including public relations consultant, communications manager, media relations officer, publicist, reputation manager, publicity officer, community relations officer, corporate affairs manager, information officer, events coordinator, fundraising and marketing manager and political adviser. The course is seeking accreditation with the Public Relations Institute of Australia (PRIA).

Graduates with Professional Writing may gain employment in diverse fields involving the knowledge and practice of professional writing, including journalism, media and communications, editing and publishing, media liaison, scriptwriting, fiction writing and English or communication teaching. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice.

Graduates with the Digital Media specialisation will have collated a marketable folio that displays their ability to work in the fields of digital media production and development, instructional design, interactive design, usability design, professional writing, editing and desktop publishing, public relations and event management, advertising, media liaison, radio and television production.

Course Duration: 3 years

Admission Requirements: Prerequisites: Units 3 and 4 — a study score of at least 20 in English (any).

Selection mode: CY12: ENTER and two-stage process with a middle-band of approximately 20%. NONY12: Academic record form, interview. See Extra Requirements for specifics.

Middle-band: Completing any of design and technology, English language, information technology (any), literature, media, or visual communication and design = an aggregate two points higher per study, to a maximum 10 points.

Extra Requirements: NONY12: Interview (Some applicants only): Details will be provided by telephone or mail to the applicants required to attend.

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

In addition, students must satisfy the following requirements:

- complete 24 semester-length units;
- complete ten core units;
- complete a specialisation in either Professional Writing (six units), Public Relations (six units) or Digital Media (seven units);
- if completing a specialisation in Professional Writing, students also complete four units from the Public Relations specialisation or four units from the Digital Media specialisation;
- if completing a specialisation in Digital Media, students also complete three units from the Public Relations specialisation or three units from the Professional Writing specialisation;
- if completing a specialisation in Public Relations, students also complete three units from the Digital Media specialisation or three units from the Professional Writing specialisation. Public Relations students must also undertake ACM1010 Introduction to Web Technologies AND ACP1054 Introduction to Media Writing (this additional sequence is required to meet industry standards);
- complete four elective units;
- a degree cannot contain more than ten first-year units.

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

CORE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC1047</td>
<td>CULTURE AND COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACC1048</td>
<td>MEDIA, CULTURE AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>ACC2001</td>
<td>COMMUNICATION TECHNOLOGIES IN CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>ACC2014</td>
<td>INTERNATIONAL COMMUNICATION INDUSTRIES</td>
<td>12</td>
</tr>
<tr>
<td>ACC3001</td>
<td>COMMUNICATION GRADUATING PROJECT 1</td>
<td>12</td>
</tr>
<tr>
<td>ACC3002</td>
<td>COMMUNICATION GRADUATING PROJECT 2</td>
<td>12</td>
</tr>
<tr>
<td>ACC3003</td>
<td>ETHICAL AND LEGAL ISSUES IN COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACC3047</td>
<td>COMMUNICATING IN ORGANISATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACY3004</td>
<td>CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS</td>
<td>12</td>
</tr>
<tr>
<td>ACY3005</td>
<td>COMMUNICATION PROFESSIONAL PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>PLUS</td>
<td>Specialisation - six units (seven units if students select Digital Media)</td>
<td></td>
</tr>
<tr>
<td>PLUS</td>
<td>Three or four units selected from Professional Writing, Public Relations or Digital Media specialisations (see Course Requirements above)</td>
<td></td>
</tr>
</tbody>
</table>

Four electives

PROFESSIONAL WRITING SPECIALISATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACP1053</td>
<td>INTRODUCTION TO CREATIVE WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP1054</td>
<td>INTRODUCTION TO MEDIA WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP2070</td>
<td>EDITING PRINCIPLES AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ACP2079</td>
<td>PUBLISHING PRINCIPLES AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>Plus one of the following two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP2085</td>
<td>FICTION WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP2001</td>
<td>WEB JOURNALISM</td>
<td>12</td>
</tr>
<tr>
<td>Plus one of the following two:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACP2078</td>
<td>PERFORMANCE WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACP3049</td>
<td>WRITING AND PRODUCING THE DOCUMENTARY</td>
<td>12</td>
</tr>
</tbody>
</table>

PUBLIC RELATIONS SPECIALISATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACY1001</td>
<td>PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACY1002</td>
<td>PUBLIC SPEAKING AND COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACY2003</td>
<td>MEDIA MANAGEMENT IN PUBLIC RELATIONS</td>
<td>12</td>
</tr>
<tr>
<td>ACY2005</td>
<td>COMMUNICATION RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>ACY3001</td>
<td>PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>ACY3006</td>
<td>MARKETING COMMUNICATION</td>
<td>12</td>
</tr>
</tbody>
</table>

DIGITAL MEDIA SPECIALISATION

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACM1006</td>
<td>DIGITAL SOUND AND VIDEO</td>
<td>12</td>
</tr>
<tr>
<td>ACM1009</td>
<td>VISUAL DESIGN FOR DIGITAL MEDIA</td>
<td>12</td>
</tr>
<tr>
<td>ACM1010</td>
<td>INTRODUCTION TO WEB TECHNOLOGIES</td>
<td>12</td>
</tr>
<tr>
<td>ACM2003</td>
<td>INTERACTIVE PROGRAMMING</td>
<td>12</td>
</tr>
<tr>
<td>ACM2006</td>
<td>ANIMATION</td>
<td>12</td>
</tr>
<tr>
<td>ACM2007</td>
<td>INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACM2008</td>
<td>DYNAMIC WEB DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>
BACHELOR OF ARTS (PROFESSIONAL WRITING)
Course Code: ABCP
Campus: St Albans,

Course Objectives: (For continuing students only)
This course is a three-year Bachelor of Arts course with a special emphasis on Professional Writing. The course provides an opportunity for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, such as editing, copyright and media law, publication design and publishing. The course also furthers students’ general education through other Arts studies. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice.

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.

Career Opportunities: Graduates may gain employment in diverse fields involving the knowledge and practice of professional writing, including:
- Journalism
- Media and Communications
- Publishing
- Editing
- Media liaison
- Scriptwriting
- Fiction writing
- English or communication teaching

Course Duration: 3 years
Admission Requirements: Satisfactory completion of Year 12 or equivalent, normally with a minimum score of 25 in one VCE English study for Year 12 applicants.

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

Year 1, Semester 1
For a normal full-time load:
ACP1053  INTRODUCTION TO CREATIVE WRITING 12
ACX1001  KNOWING AND KNOWLEDGE A 12
Major 2 - Unit 1
First year General Elective
Year 1, Semester 2
ACP1054  INTRODUCTION TO MEDIA WRITING 12
ACX1002  KNOWING AND KNOWLEDGE B 12
Major 2 - Unit 2
ACP2070  EDITING PRINCIPLES AND PRACTICE 12
Major 2 - Unit 3
Second year General Elective
Second year Professional Writing Unit
Year 2, Semester 2
Second year Professional Writing Unit
Major 2 - Unit 4
Second year Professional Writing Unit
Major 2 - Unit 5
Year 3, Semester 1
ACY3005  COMMUNICATION PROFESSIONAL PRACTICE 12
Year 2/3 Professional Writing Unit
Major 2 - Unit 6
Year 2/3 General Elective
Year 3, Semester 2
Third year Professional Writing Unit
Year 2/3 Professional Writing Unit
Major 2 - Unit 7
Major 2 - Unit 8
Professional Writing Year 3 Options
Semester 1
ACL3014  WRITING SELVES 12
ACP2001  WEB JOURNALISM 12
ACP2078  PERFORMANCE WRITING 12
ACP2079  PUBLISHING PRINCIPLES AND PRACTICE 12
ACL2050  CHILDREN’S TEXTS 12
ACP2080  WRITING AND READING PLACE 12
ACL3014  WRITING SELVES 12
ACP2079  PUBLISHING PRINCIPLES AND PRACTICE 12
ACP2078  PERFORMANCE WRITING 12
ACP2080  WRITING AND READING PLACE 12
BACHELOR OF MULTIMEDIA SYSTEMS
Course Code: ABCS

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

Course Objectives: (For continuing students only)
This one year Bachelor of Multimedia Systems course articulates with the two years Bachelor of Multimedia Systems offered at Sunway College, Malaysia. The course provides students with a sound understanding of the principles and practice of developing multimedia products in the context of a good understanding of information technology software and systems.

Course Duration: 1 year

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.

Course Structure: 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.

Year 2
ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION 12
ACM2008 DYNAMIC WEB DEVELOPMENT 12
ACC2045 AUDIO PRODUCTION 12
ACC3045 VIDEO PRODUCTION 12

Year 3
ACP2001 WEB JOURNALISM 12
ACM3003 DVD AND SCRIPT DEVELOPMENT 12
ACC3001 COMMUNICATION GRADUATING PROJECT 1 12

Elective (selected from offerings at either VU or SUC)

BACHELOR OF ARTS
Course Code: ABHC

Campus: Footscray Park,

Course Objectives: (For continuing students only)
Prospective students please look at the new course ABBA (Bachelor of Arts). The Bachelor of Arts is a three-year degree, which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study and also choose from a range of electives or options and construct a course, which meets their individual interests and career aspirations. 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.

Career Opportunities: The Bachelor of Arts degree offered on the Footscray Park campus is of particular value to intending students seeking careers in teaching, the public service, librarianship, social work and community affairs and positions which bring them into contact with people from a range of cultural groups. In combination with History or Literary Studies, it is a suitable preparation for teaching English as well as social sciences. In combination with Sociology, it provides a suitable preparation for students intending to work in community organisations or with migrant groups and workers. A LOTE, which may be taken up to a major level within the degree, will further enhance its usefulness in these areas of employment. Graduates of an advanced language stream will be eligible, after completing a Diploma of Education, to enter secondary teaching as a teacher of the language they have studied. In addition, Cultural Studies will enable them to teach social studies while a carefully selected third study area in the Bachelor of Arts will give them a third teaching unit. Graduates will also be qualified to enter the public service. Some graduates may wish to proceed to postgraduate studies in translating and interpreting, librarianship, or public relations, where language skills will be invaluable. Graduates with a major or sub-major in beginners’ language units will be eligible, after completing a Diploma of Education, to enter secondary teaching as teachers of social studies and the third subject area which they studied in their degree. They will not be sufficiently fluent to become teachers of the language, but they will have skills that will be of general use in schools with a multicultural population. These graduates will also be qualified to enter careers in the public service or community affairs.

Course Duration: 3 years

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

Course Structure: Students must successfully complete a total of 288 credit points. First-year undergraduate Arts units are worth 12 credit points. Second and third year undergraduate Arts units are worth 12 credit points (including any first-year units taken at second and third year). Units of study chosen from other faculties will be deemed equivalent to these values. Full-time students will normally complete an average of 48 credit points each semester.

In addition, students must satisfy the following requirements:

• complete 24 semester-length units of study;
• complete two approved specialisation;
• complete the compulsory Knowing & Knowledge A & B and final Year Capstone unit of study;
• no more than five units of study may be taken from outside Arts, i.e. at least 18 units of study must be Arts units of study, plus one Capstone unit.

UNITS OF STUDY OFFERED

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

Students may also undertake units offered at the St Albans campus including
from the areas of Communication Studies, Gender Studies, Literary Studies, Media Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology (of the Global South or Policy Studies) and Visual Art. Students may also undertake units at other Universities with the permission of their study advisor.

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

ACX1001 KNOWING AND KNOWLEDGE A 12
APP1012 PSYCHOLOGY 1A 12
Arts First Specialisation - Unit 1
Arts Elective - Unit 1
Year 1, Semester 2
ACX1002 KNOWING AND KNOWLEDGE B 12
APP1013 PSYCHOLOGY 1B 12
Arts First Specialisation - Unit 2
Arts Elective - Unit 2
Year 2, Semester 1
APP2013 PSYCHOLOGY 2A 12
APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY 12
Arts First Specialisation - Unit 3
Arts First Specialisation - Unit 4
Year 2, Semester 2
APP2014 PSYCHOLOGY 2B 12
Psychology Elective
Arts First Specialisation - Unit 5
Arts Elective - Unit 3
Year 3, Semester 1
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
Arts First Specialisation - Unit 6
Arts Elective - Unit 7
Year 3, Semester 2
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12
Psychology Elective
Arts Specialisation - Unit 8
Plus one of the following Capstone Units:
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12

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

Course Objectives: (For continuing students only)
The aims of this three-year course are to:
• develop in students, appropriate theoretical frameworks and studio skills as they relate to computer-mediated and analogue art;
• develop 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.

Career Opportunities: 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.

Course Duration: 3 years

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

Course Structure: The Bachelor of Arts (Computer-Mediated Art) requires students to complete a major in Computer-Mediated Art and a major in Analogue Arts. In addition to these two majors, students will also be required to complete a minor sequence in Digital and Analogue Art Theory at first and second year levels.

Students will also be required to complete a Cyberculture Studies sequence consisting of Introduction to Cyberculture and Cyberculture Studies at first-year level and The Professional Artist and Graduating Exhibition at third-year level.

Students will be required to complete two elective units of study in year two of the program.

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

Year 2
AEF2001 ART AND TECHNOLOGY
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

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

Plus 2 Electives

Year 3, Semester 1
ACF3001 THE DIGITAL ART PUBLICATION 12
ACF3095 THE PROFESSIONAL ARTIST 12
ACF3002 INSTALLATION ART 12

Year 3, Semester 2
ACF3096 COMPUTER MEDIATED ART 12
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS 12
ACF3097 GRADUATING EXHIBITION 24

BACHELOR OF ARTS/DIPLOMA OF LIBERAL ARTS (I)
Course Code: ABXL

Campus: Footscray Park,

Course Objectives: 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.

The course aims to provide students with:

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

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

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

• experience with first-hand research, a familiarity with research resources and methods, and a range of adaptable analytic and research skills, particularly as can be applied to issues of culture and communication in Australia.

Course Duration: 4 years

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

Course Structure: To be awarded the Bachelor of Arts/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.

Year 1
Bachelor of Arts units
BACHELOR OF ARTS

Course Code: ABXM

Campus: St Albans,

Course Objectives: (For continuing students only)

Prospective students please look at the new course ABBA (Bachelor of Arts). The Bachelor of Arts is a three-year degree which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study and also choose from a range of electives or options and construct a course which meets their individual interests and career aspirations.

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

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

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

Course Duration: 3 years

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis. Please refer to the VTAC Guide for details.

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, Medical Studies, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology, Policy Studies and also Visual Art.

Students may also undertake units offered at the Footscray Park campus including from the areas of Advanced English for Speakers of other Languages, Asian Studies, Chinese, Communication Studies, Cultural Studies, History, Histories of the Present, Japanese, Literary Studies, Performance Studies, Political Science, Sociology of the Global South, Sociology, Spanish and Vietnamese.

Students may also undertake units at other Universities with the permission of the relevant study advisor.

Year 1, Semester 1

ACX1001 KNOWING AND KNOWLEDGE A 12
First Specialisation - Unit 1
Second Specialisation - Unit 1
Elective Unit 1
Year 1, Semester 2

ACX1002 KNOWING AND KNOWLEDGE B 12
First Specialisation - Unit 2
Second Specialisation - Unit 2
Elective Unit 2
Year 2, Semester 1

First Specialisation - Unit 3
First Specialisation - Unit 4
Second Specialisation - Unit 3
Elective Unit 3
Year 2, Semester 2

First Specialisation - Unit 5
Second Specialisation - Unit 4
Second Specialisation - Unit 5
Elective Unit 4
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Year 3, Semester 1
First Specialisation - Unit 6
First Specialisation - Unit 7
Second Specialisation - Unit 6
Elective Unit 5
Year 3, Semester 2
ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12
First Specialisation - Unit 8
Second Specialisation - Unit 7
Second Specialisation - Unit 8

GRADUATE DIPLOMA IN COMMUNICATION (PUBLIC RELATIONS) (I)
Course Code: AGCA
Campus: City Flinders,

Course Objectives: This course has been developed in response to a growing demand for a strong practical, skills oriented program in public relations, which is grounded in contemporary theoretical contexts. The core units cover critical elements of public relations and communication theory, research methods, campaign development and management, as well as ethical and legal frameworks. Writing skills and practices for different purposes and markets are emphasised. The electives enable students to strengthen their range of media and communication skills and knowledge. This up to date postgraduate program has been specifically designed for:

- People working in public relations and communications roles who are seeking further study and qualifications;
- Other professionals who are finding that they are increasingly expected to have the knowledge and skills of public relations experts; and
- Graduates seeking to add a public relations professional diploma or certificate to their undergraduate degree in any area. The course can be tailored to fit with students interests and needs. There is also the opportunity for successful students to articulate from the Graduate Diploma to the Master of Arts in Communication for a third semester of study.

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

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

Course Duration: 1 year
Admission Requirements: The admission requirement for the Graduate Diploma course is a three-year first degree. Applicants who do not meet basic entry requirements may be considered on the basis of equivalence. Equivalence will usually be in the form of recognition of relevant work experience.

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

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

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

PROGRESSION

Progression to the MA program from Graduate Diploma
Master of Arts - Option A: Successful completion of eight units of study (96 credit points) with Distinction or above in at least four units of study).

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

Students complete eight units comprising the core units plus electives

Core Units
AGC5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
AGC5099 PUBLIC RELATIONS WRITING 12
AGC5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12

Plus one of the following two units:
AGC5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
AGC5200 APPROACHES TO RESEARCH 12

Possible Communication Electives
AGC5202 MEDIA AND MEANING 12
AGC5208 CRISIS AND RISK COMMUNICATION 12
AGC5050 COMMUNICATION ACROSS CULTURES 12
AGC5203 PRINT AND WEB JOURNALISM 12
AGC5201 CYBERCULTURES, CYBERSELVES 12
AGC5010 INTERNATIONAL COMMUNICATION 12
AGC5025 MANAGING ORGANISATIONAL COMMUNICATION 12
AGC5205 RADIO FOR THE DIGITAL AGE 12
AGC5204 VIDEO AND DOCUMENTARY 12
AGC5209 PUBLIC HEALTH COMMUNICATION 12

Business electives are also available subject to timetable availability

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

GRADUATE DIPLOMA IN COMMUNICATION
Course Code: AGCD
Campus: City Flinders,

Course Objectives: (For continuing students only)

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 from relevant courses other than the Graduate Diploma in Communication.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Course Duration: 1 year

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

PROGRESSION

Progression from MA program from Graduate Diploma.

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

Communication Stream - undertake up to four units of study:

- AG5010 INTERNATIONAL COMMUNICATION 12
- AG5202 MEDIA AND MEANING 12
- AG5205 RADIO FOR THE DIGITAL AGE 12
- AG5204 VIDEO AND DOCUMENTARY 12
- AG5208 CRISIS AND RISK COMMUNICATION 12
- AG5209 PUBLIC HEALTH COMMUNICATION 12
- AG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
- AP4003 ORGANISATIONAL PSYCHOLOGY I 12
- AG5050 COMMUNICATION ACROSS CULTURES 12
- AG5201 CYBERCULTURES, CYBERSELVES 12

Writing Stream - undertake up to four units of study:

- AG5206 CREATIVE WRITING 12
- AG5099 PUBLIC RELATIONS WRITING 12
- AG5203 PRINT AND WEB JOURNALISM 12
- AESOL Stream - undertake up to four units of study:

- ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A 12
- ACA5018 ENGLISH IN SPOKEN INTERACTION 12
- ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE 12
- ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B 12
- AG5200 APPROACHES TO RESEARCH 12

Graduate Diploma in Communication (I)

Course Code: AGCO

Course: City Flinders,

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

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Career Opportunities: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Graduates would also be able to seek roles requiring sector or genre specific communication expertise such that in public health, risk, cross cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

Course Duration: 1 year

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

PROGRESSION

Progression to the MComm program from Graduate Diploma.

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

CORE UNIT - all students must complete this unit:

- AG5010 INTERNATIONAL COMMUNICATION 12

Select units from the following lists:

- AG5205 MANAGING ORGANISATIONAL COMMUNICATION 12
- AG5050 COMMUNICATION ACROSS CULTURES 12
- AG5200 APPROACHES TO RESEARCH 12
Students undertaking the graduate program will develop strong theoretical areas of multimedia. The Graduate Diploma in Modern Languages, is a fee-paying course. To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

**Course Structure:**

**Examples of Communication Electives**

- ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
- ACG5050  COMMUNICATION ACROSS CULTURES 12
- ACM5003  INTERDISCIPLINARY PROJECT 12
- ACG5200  APPROACHES TO RESEARCH 12
- ACG5209  COMMUNICATION ACROSS CULTURES 12

**Elective 1 (from Communication or Business)**

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

**Examples of Business Electives**

- BA06504  ACCOUNTING FOR MANAGEMENT 12
- BA05534  BUSINESS FINANCE 12

---

**GRADUATE DIPLOMA IN MULTIMEDIA (I)**

**Course Code:** AGMM

**Campus:** City Flinders,

**Course Objectives:** Students undertaking the graduate program will develop strong practical skills which will be enhanced through the study of the critical elements of multimedia and communication theory, research and projected development. The teaching and coursework will aim to heighten experiential learning, team and group work, understanding of the relevant communication and multimedia theories and applications, as well as critical approaches to research and project management. The Graduate Diploma in Multimedia is part of a nested program which also includes the Graduate Certificate in Multimedia (ATMM) and the Master of Arts in Multimedia (AMMM). The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Career Opportunities:** Students will be well prepared to work in both practical and theoretical areas of multimedia.

**Course Duration:** 1 year

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

**Course Objectives:** 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.

**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.

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.

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

Course Duration: 3 years

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

Course Structure: Students undertaking the Graduate Diploma are required to complete six sequential units of study over three years, in their chosen language major. Students must complete a total of 72 credit points.

ASIAN LANGUAGES

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

Chinese/ Mandarin

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

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

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

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

Additional Units Offered:
- ACZ3012  CHINESE FILM AND STORIES 12
- ACZ3021  CHINESE LANGUAGE AND SOCIETY 12
- ACZ3031  BUSINESS CHINESE 12
- ACX2001  INTERNATIONAL STUDY 12
- ACX3002  SPECIAL PROJECT 12

Japanese:

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

Year 1
- ACJ1001  INTRODUCTION TO JAPANESE 12
- ACJ1002  JAPANESE 2 12

Year 2
- ACJ2001  JAPANESE 3 12
- ACJ2002  JAPANESE 4 12

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

Year 3, Semester 2
- ACJ2091  JAPANESE CULTURE AND SOCIETY 12
- ACJ3002  JAPANESE 6 12

Additional Units Offered:
- ACJ3003  ADVANCED JAPANESE 1 12
- ACJ3004  ADVANCED JAPANESE 2 12
- ACX2001  INTERNATIONAL STUDY 12
- ACX3002  SPECIAL PROJECT 12

Vietnamese:

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

Year 1
- ACV1001  BASIC VIETNAMESE A 12
- ACV1002  BASIC VIETNAMESE B 12

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

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

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

Spanish:

Spanish students with no previous knowledge of Spanish will undertake two of the units of study below each year, totalling six single semester units of study over the three years of the course.
The Bachelor of Arts (Honours) Computer Mediated Art and Multimedia aims to provide students with the knowledge and skills required to develop creative and innovative products and solutions. The program is designed to prepare students for postgraduate study, or to enter the workforce as a professional practitioner, capable of participating in their field at a high level. The program will also provide an appropriate prerequisite for postgraduate study.

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.

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

Course Objectives: The Bachelor of Arts (Honours) Computer Mediated Art and Multimedia specialises in their project. To qualify for admission to the course applicants must meet the following criteria:

- **Course Structure:**
  - Year 1: ACM4001 Theory and Research in Multimedia 24
  - Elective 1
  - Elective 2
  - Year 1, Semester 2
  - ACM4002 Multimedia Research Project 48

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

Course Code: AHCM

Campus: St Albans,

**Course Objectives:** 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.

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

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

Course Duration: 1 year

Admission Requirements: Students who have completed either the Bachelor of Arts (Computer Mediated Art), the Bachelor of Arts (Multimedia) or an equivalent degree must normally have obtained an average of Distinction or equivalent at second and third year level.

All external applicants will be assessed on presentation of a folio and formal interview. All applicants are required to write a research proposal of approximately 500 words in which they briefly describe their intended studio/lab project including ideas informing the project, materials and technology required and any particular facilities needed for successful completion of the project.

Course Structure: Students must successfully complete the four units of study:

- ACS1081 BEGINNERS SPANISH A 12
- ACS1082 BEGINNERS SPANISH B 12
- Year 2
  - ACS2083 INTERMEDIATE SPANISH A 12
  - ACS2084 INTERMEDIATE SPANISH B 12
- Year 3
  - Plus one unit of study from the list below:
    - ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA 12
    - ACS3085 INTRODUCTION TO INTERPRETING AND TRANSLATION 12
    - ACS3086 ADVANCED SPANISH TEXT AND CONTEXT 12
    - ACS3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE 12
    - ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE 12
    - ACX2001 INTERNATIONAL STUDY 12
    - ACX3002 SPECIAL PROJECT 12

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

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

**BACHELOR OF MULTIMEDIA SYSTEMS (HONOURS (I))**

Course Code: AMCM

Campus: Footscray Park,

**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.

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

Course Duration: 1 year

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

Course Structure: Students must complete a total of 96 credit points.

- Year 1, Semester 1
  - ACM4001 Theory and Research in Multimedia 24
  - Elective 1
  - Elective 2
  - Year 1, Semester 2
  - ACM4002 Multimedia Research Project 48

**MASTER OF ARTS IN COMMUNICATION**

Course Code: AMCM

Campus: City Flinders,

**Course Objectives:** (For continuing students only)

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...
The admission requirement for the Graduate Diploma in Communication 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.

Course Duration: 1.5 years

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.

Course Structure: To qualify for the award of Master of Arts in Communication, students must complete a total of 144 credit points.

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

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

- ACG5010 INTERNATIONAL COMMUNICATION 12
- ACG5020 MEDIA AND MEANING 12
- ACG5025 RADIO FOR THE DIGITAL AGE 12
- ACG5026 VIDEO AND DOCUMENTARY 12
- ACG5027 CRISIS AND RISK COMMUNICATION 12
- ACG5028 PUBLIC HEALTH COMMUNICATION 12
- ACG5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
- APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
- ACG5050 COMMUNICATION ACROSS CULTURES 12
- ACG5201 CYBERCULTURES, CYBERSELVES 12

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

- ACG5206 CREATIVE WRITING 12
- ACG5099 PUBLIC RELATIONS WRITING 12
- ACG5203 PRINT AND WEB JOURNALISM 12

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

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

MASTER OF COMMUNICATION (I)

Course Code: AMCO

Campus: City Flinders

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

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

Career Opportunities: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Graduates would also be able to seek roles requiring sector or genre specific communication expertise such that in public health, risk, cross-cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

Course Duration: 1.5 years

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

Course Structure: To qualify for the award of Master of Communication, students must complete a total of 144 credit points. Master of Communication - Option...
A Eight units of study with Distinction grades in at least four plus four additional standard units of study = 4x12 credit points. (Students may complete these units of study within one semester if full-time or two units of study per semester if part-time).

Or Master of Communication - Option B Eight units of study with Distinction grades in at least four plus ACG6015 Minor Thesis (full-time for one semester) = 48 credit points; OR

ACG6020 Minor Thesis (part-time across two semesters) = 2x24 credit points

CORE UNIT - all students must complete this unit:

ACG5010  INTERNATIONAL COMMUNICATION 12

Select units from the following lists:

ACG5025  MANAGING ORGANISATIONAL COMMUNICATION 12
ACG5050  COMMUNICATION ACROSS CULTURES 12
ACG5200  APPROACHES TO RESEARCH 12

(ACG5200 is required for admission to MComm by minor thesis Option B)

ACG5201  CYBERCULTURES, CYBERSELVES 12
ACG5202  MEDIA AND MEANING 12
ACG5203  PRINT AND WEB JOURNALISM 12
ACG5204  VIDEO AND DOCUMENTARY 12
ACG5205  RADIO FOR THE DIGITAL AGE 12
ACG5206  CREATIVE WRITING 12
ACG5207  COMMUNICATION INTERNSHIP 12
ACG5208  CRISIS AND RISK COMMUNICATION 12
ACG5209  PUBLIC HEALTH COMMUNICATION 12
ACG5210  COMMUNICATION PROJECT 12
ACG5097  PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5098  MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5099  PUBLIC RELATIONS WRITING 12
AG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACM5000  WEB TECHNOLOGIES 12
ACM5001  INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002  DIGITAL AUDIO AND VIDEO PRODUCTION 12
ACM5003  INTERDISCIPLINARY PROJECT 12
ACG5200  APPROACHES TO RESEARCH 12
ACG5201  CYBERCULTURES, CYBERSELVES 12
ACM5003  INTERDISCIPLINARY PROJECT 12
ACG5010  INTERNATIONAL COMMUNICATION 12
ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5202  MEDIA AND MEANING 12

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

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

Students taking Option B must also enrol in either:
If full-time:
ACG6015  MINOR THESIS (FULL-TIME) 48
If part-time:
ACG6020  MINOR THESIS (PART-TIME) 24

MASTER OF ARTS IN MULTIMEDIA

Course Code: AMMM

Campus: City Flinders,

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

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

Course Duration: 1.5 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Students must successfully complete 144 credit points to graduate with the Master of Arts in Multimedia.

ACM5000  WEB TECHNOLOGIES 12
ACM5001  INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002  DIGITAL AUDIO AND VIDEO PRODUCTION 12
ACG5201  CYBERCULTURES, CYBERSELVES 12
ACM5003  INTERDISCIPLINARY PROJECT 12
ACG5200  APPROACHES TO RESEARCH 12
ACG5010  INTERNATIONAL COMMUNICATION 12
ACM5000  WEB TECHNOLOGIES 12
ACM5001  INTERACTIVE DESIGN FOR A GLOBAL WORLD 12
ACM5002  DIGITAL AUDIO AND VIDEO PRODUCTION 12
ACG5010  INTERNATIONAL COMMUNICATION 12

Plus 1 Elective unit (12 credit points) from Communication or Business

Completion of the above units offered in the Graduate Diploma in Multimedia (AGMM) PLUS

Option A
4 additional Electives OR
Option B
ACG6015  MINOR THESIS (FULL-TIME) 48
Or over 2 semesters
ACG6020  MINOR THESIS (PART-TIME) 24
Option C
Professional Project
Plus one additional elective
Examples of recommended Communication Electives
ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5202  MEDIA AND MEANING 12
The School of Communication and the Arts (CATA) offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Creative and Professional Writing; Cultural Studies; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies, Performance Studies; Postcolonial Studies; Gender Studies.

Career Opportunities: The PhD is a prerequisite qualification for most academic employment, including many entry-level positions. It is also instrumental as a career-building qualification, improving the competitiveness of candidates for senior-level positions in other professional environments.

Course Duration: To be advised.

Admission Requirements: To qualify for admission to the Doctor of Philosophy applicants must have a Masters degree or four-year undergraduate degree with Honours at first class (H1) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the CATA Higher Degrees Research Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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

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

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research.

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

### DOCTOR OF PHILOSOPHY (I)

**Course Code:** APSD

**Campus:** Werribee, City Flinders, Sunbury, Dependent upon supervision

**Course Objectives:** The School of Communication and the Arts (CATA) offers supervision for research leading to the degree of Doctor of Philosophy in any of the areas offered for Master of Arts studies. Candidates for this degree may be enrolled in the first place in the Master of Arts program, and given the opportunity to convert when they have completed sufficient work to demonstrate their own ability in research and to satisfy the Faculty that the topic is suitable in scope and level for a doctoral study. Students are normally required to spend the equivalent of four years full-time study on doctoral research.

The School of Communication and the Arts (CATA) offers supervision for Doctorate programs in many areas, some examples are: Applied Linguistics and Sociolinguistics; Asian Studies; Australian Literature and Literary Theory; Clinical/Counselling research; Communication Studies; Creative and Professional Writing; Cultural Studies; History; Literary Studies; Media and Cultural Studies; Multimedia; Multicultural Studies, Performance Studies; Postcolonial Studies; Gender Studies.

**Career Opportunities:** The PhD is a prerequisite qualification for most academic employment, including many entry-level positions. It is also instrumental as a career-building qualification, improving the competitiveness of candidates for senior-level positions in other professional environments.

**Course Duration:** To be advised.

**Admission Requirements:** To qualify for admission to the Doctor of Philosophy applicants must have a Masters degree or four-year undergraduate degree with Honours at first class (H1) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the CATA Higher Degrees Research Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

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

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

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research.

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

### GRADUATE CERTIFICATE IN COMMUNICATION (PUBLIC RELATIONS) (I)

**Course Code:** ATCA

**Campus:** City Flinders,

**Course Objectives:** This course has been developed in response to a growing demand for a strong practical, skills oriented program in public relations, which is grounded in contemporary theoretical contexts. The core units cover critical elements of public relations and communication theory, research methods, campaign development and management, as well as ethical and legal frameworks. Writing skills and practices for different purposes and markets are emphasised. The electives enable students to strengthen their range of media and communication skills and knowledge. This up to date postgraduate program has been specifically designed for:

- People working in public relations and communications roles who are seeking further study and qualifications;
- Other professionals who are finding that they are increasingly expected to have the knowledge and skills of public relations experts; and
- Graduates seeking to add a public relations professional certificate to their undergraduate degree in any area. The course can be tailored to fit with students interests and needs. There is also the opportunity for successful students to articulate from the Certificate to the Graduate Diploma, AGCA, (and on to the Master of Arts in Communication for a third semester of study).

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

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

**Course Duration:** 0.5 years

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

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

ACG5097  PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY 12
ACG5099  PUBLIC RELATIONS WRITING 12
ACG5098  MANAGING PUBLIC RELATIONS CAMPAIGNS 12
Plus one of the following two units:
ACG5100  ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE 12
ACG5200  APPROACHES TO RESEARCH 12
GRADUATE CERTIFICATE IN COMMUNICATION (I)
Course Code: ATO
Campus: City Flinders,

Course Objectives: This fully articulated program has been developed to provide a comprehensive postgraduate education in communication for communication practitioners, educators, trainers, managers, advocacy specialists and others wishing to pursue postgraduate level study, research and practice in communication. The course is designed for Australian based and international students seeking careers in local and international markets. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs.

The program provides a comprehensive foundation of communication theory, research methodology and relevant practice enabling the application of study to a range of interrelated vocational areas. Depending on their particular orientation to communication, students have the opportunity to combine a range of elective units of study to make up the coursework component of the program. Some units of study focus more on communication in organisational contexts and the management of communication, while others deal with forms of media communication, reception and production with a particular emphasis on issues of construction, textuality and interpretation. Throughout the program there is a foregrounding of the social, cultural and personal impacts of new communication technologies as well as an exploration and assessment of the logics of globalisation on communication processes. Priority is given to communication skills development and analytical applications with units designed around writing for specific purposes, discussion and presentation of timely topics and audio-visual and web based production. Students may choose (with course coordinator's approval) four units of study from relevant courses other than the postgraduate program in Communication.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today's corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Career Opportunities: Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Graduates would also be able to seek roles requiring sector or genre specific communication expertise such that in public health, risk, cross cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

Course Duration: 0.5 years

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

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

CORE UNIT - all students must complete this unit:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5010</td>
<td>INTERNATIONAL COMMUNICATION</td>
<td>12</td>
</tr>
</tbody>
</table>

Select units from the following lists:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5025</td>
<td>MANAGING ORGANISATIONAL COMMUNICATION</td>
<td>12</td>
</tr>
<tr>
<td>ACG5050</td>
<td>COMMUNICATION ACROSS CULTURES</td>
<td>12</td>
</tr>
<tr>
<td>ACG5200</td>
<td>APPROACHES TO RESEARCH</td>
<td>12</td>
</tr>
<tr>
<td>ACG5201</td>
<td>CYBERCULTURES, CYBERSELVES</td>
<td>12</td>
</tr>
<tr>
<td>ACG5202</td>
<td>MEDIA AND MEANING</td>
<td>12</td>
</tr>
<tr>
<td>ACG5203</td>
<td>PRINT AND WEB JOURNALISM</td>
<td>12</td>
</tr>
</tbody>
</table>

AG5204 VIDEO AND DOCUMENTARY 12
AG5205 RADIO FOR THE DIGITAL AGE 12
AG5206 CREATIVE WRITING 12
AG5207 COMMUNICATION INTERNSHIP 12
AG5208 CRISIS AND RISK COMMUNICATION 12
AG5209 PUBLIC HEALTH COMMUNICATION 12

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

Students may also choose from the following Public Relations and Multimedia units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG5097</td>
<td>PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY</td>
<td>12</td>
</tr>
<tr>
<td>ACG5098</td>
<td>MANAGING PUBLIC RELATIONS CAMPAIGNS</td>
<td>12</td>
</tr>
<tr>
<td>ACG5099</td>
<td>PUBLIC RELATIONS WRITING</td>
<td>12</td>
</tr>
<tr>
<td>ACG5100</td>
<td>ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>ACM5000</td>
<td>WEB TECHNOLOGIES</td>
<td>12</td>
</tr>
<tr>
<td>ACM5001</td>
<td>INTERACTIVE DESIGN FOR A GLOBAL WORLD</td>
<td>12</td>
</tr>
<tr>
<td>ACM5002</td>
<td>DIGITAL AUDIO AND VIDEO PRODUCTION</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAS007</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES A</td>
<td>12</td>
</tr>
<tr>
<td>ACAS018</td>
<td>ENGLISH IN SPOKEN INTERACTION</td>
<td>12</td>
</tr>
<tr>
<td>ACAS016</td>
<td>ENGLISH AS AN INTERNATIONAL LANGUAGE</td>
<td>12</td>
</tr>
<tr>
<td>ACAS008</td>
<td>COMMUNICATION FOR ACADEMIC PURPOSES B</td>
<td>12</td>
</tr>
</tbody>
</table>

GRADUATE CERTIFICATE IN PROFESSIONAL ENGLISH COMMUNICATION (I)
Course Code: ATEC
Campus: City Flinders,

Course Objectives: It has become evident that more advanced levels of English are required by students planning a career in organisations where English is the language of communication. Additionally, experience in applying the speciality Masters studies and English communication skills through an internship would significantly enhance the employability of these graduates. This course provides students from a non-English speaking background (NESB) with the skills and knowledge necessary to meet the requirements of communicating in professional and workplace settings.

The main focus is on attaining the skills necessary for effective communication in English in a professional setting, with a particular emphasis on developing an appreciation of the importance of language style for successful communication throughout the course. The importance of communication skills in the workplace is attested to by employers and relevant government bodies in both Australia and other English-speaking countries. This course is designed for non-native English speakers. It is designed to complement and augment existing professional coursework Masters degrees to improve graduate outcomes in the English language professional employment market. The aim of the course is to enhance students' professional competence and confidence with high level studies of professional English which are accompanied by a practical component of an internship. The course will enable them to experience the workplace in an English language environment using their professional qualifications. Internships will be negotiated between the student, course coordinator, professional program course coordinator and the host organisation. Students will be expected to work on a higher degree level professional project or group of tasks during the internship. The internship will provide supervised professional practice using English as the language of organisational communication.
This course aims to:

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

Career Opportunities: Graduates will significantly increase their capability to gain employment in their chosen profession in organisations where English is the language of communication, and/or where English is the preferred language for some or all business transactions.

Course Duration: 0.5 years

Admission Requirements: Students would usually take the Certificate at the end of their Masters studies, or they could take it after two semesters before embarking upon a minor thesis (in courses of that structure) or undertaking their final Masters semester. Advanced English for Speakers of Other Languages studies and LiWC are embedded in some Masters courses already and this Graduate Certificate would complement and augment these studies. The course is also open to suitable students with a professional Bachelor level degree. The course suitability for these students will be determined after an interview with the course coordinator.

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

Year 1, Semester 1

ACG5001  PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12

ACG5002  INTERACTING IN THE PROFESSIONAL WORKPLACE 12

ACG5003  PROFESSIONAL PRACTICE IN THE WORKPLACE 24

GRADUATE CERTIFICATE IN MULTIMEDIA (I)

Course Code: A1MM

Campus: City Flinders

Course Objectives: Students undertaking the graduate program will develop strong practical skills which will be enhanced through the study of the critical elements of multimedia and communication theory, research and projected development. The teaching and coursework will aim to heighten experiential learning, team and group work, understanding of the relevant communication and multimedia theories and applications, as well as critical approaches to research and project management. The Graduate Certificate in Multimedia is part of a nested program which also includes the Graduate Diploma in Multimedia (AGMM) and the Master of Arts in Multimedia (AMMM).

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

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

Course Duration: 0.5 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed a course of study at year 12 or equivalent. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: ACM5000  WEB TECHNOLOGIES 12

ACM5001  INTERACTIVE DESIGN FOR A GLOBAL WORLD 12

ACM5002  DIGITAL AUDIO AND VIDEO PRODUCTION 12

AGS5201  CYBERCULTURES, CYBERSELVES 12

BACHELOR OF ARTS - PERFORMANCE AND MULTIMEDIA

Course Code: HBPC

Campus: Wernbee, City Flinders, Sunbury

Course Objectives: (For continuing students only)

The course aims to:

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

Course Duration: 3 years

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

Course Structure: Year 1, Semester 1

ACT1001  GROUND, SELF AND OTHERS: EMBODIED ETHICS 12

ACM1009  VISUAL DESIGN FOR DIGITAL MEDIA 12

ACM1008  INTRODUCTION TO WEB PRODUCTION 12

ACT1002  PERFORMANCE (RE)MAKING 12

Year 1, Semester 2

AHP1202  PERFORMANCE IMPROVISATION 1 12

ACT3026  PERFORMANCE AND IDENTITY 12

ACM1007  ANIMATION 12

ACM1006  DIGITAL SOUND AND VIDEO 12

Year 2, Semester 1
BACHELOR OF ARTS - PERFORMANCE STUDIES

Course Code: HBPW

Campus: Werribee, City Flinders, Sunbury,

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

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

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.

Course Duration: 3 years

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

Course Structure: Year 1, Semester 1

ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS 12
ACT1002 PERFORMANCE (RE)MAKING 12
AHP1012 TECHNOLOGY: LIGHTING AND SOUND 12
AHP1013 ARCHIVE 1 12

Year 1, Semester 2

ACT1004 PERFORMANCE: SELF 12
ACT1005 PERFORMANCE STUDIO A 12
ACT1032 PERFORMANCE IMPROVISATION 2 12
ACT3027 THE BODY AND REPRESENTATION 12

Year 2, Semester 1

ACT2001 PERFORMANCE: OTHERS 12
ACT2003 PERFORMANCE IMPROVISATION 1 12
ACT2005 PERFORMANCE STUDIO A 12
ACT2007 PERFORMANCE STUDIO C 12
ACT2020 EXPERIENTIAL ANATOMY FOR DANCE 12

Year 2, Semester 2

ACT2002 CRITICAL PRACTICE A 12
ACT2004 CRITICAL PRACTICE B 12
ACT2005 PERFORMANCE STUDIO A 12
ACT2006 PERFORMANCE STUDIO B 12
ACT2007 PERFORMANCE STUDIO C 12
ACT2008 PERFORMANCE STUDIO D 12
ACT2020 EXPERIENTIAL ANATOMY FOR DANCE 12
ACT3022 PERFORMANCE PRACTICUM 12
ACT3023 PERFORMANCE IMPROVISATION 2 12
ACT3025 GRADUATING SEMINAR ARCHIVE 2 12

BACHELOR OF MUSIC (PERFORMANCE)

Course Code: UBMC

Campus: St Albans,

Course Objectives: (For continuing students only)

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

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

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

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

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

Course Duration: 2 years

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

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

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

Year 2, Semester 1
UMC2011  PRINCIPAL STUDY 2.1  12
UMC2021  PERFORMANCE SEMINAR 2.1  6
UMC2061  ENSEMBLE 2.1  6
UMC2031  MUSIC MATERIALS 2.1  6
UMC2050  MUSIC TECHNOLOGY 2  6
UMC2070  MUSIC IN SOCIETY 2  6
Plus one of the following three units:
UMT2110  SOUND DESIGN 2  6
UMC2220  ARRANGING 2  6
UMT2030  REMIXING 2  6

Year 2, Semester 2
UMC2012  PRINCIPAL STUDY 2.2  12
UMC2022  PERFORMANCE SEMINAR 2.2  6
UMC2062  ENSEMBLE 2.2  6
UMC2032  MUSIC MATERIALS 2.2  6
UMC2051  COMPOSITION 2  6
UMC2090  IMPROVISATION 2  6
Plus one of the following three units:
UMC2212  NEGOTIATED PROJECT 2  6
UMT2232  MULTIMEDIA APPLICATIONS  6
UMC2230  MUSIC DIRECTION - PRODUCTION 2  6

Year 3, Semester 2
UMC3011  PRINCIPAL STUDY 3.1  12
UMC3021  PERFORMANCE SEMINAR 3.1  6
UMC3061  ENSEMBLE 3.1  6
UMC3031  MUSIC MATERIALS 3.1  6
UMC3070  MUSIC TECHNOLOGY 3  6
UMC3096  MUSIC BUSINESS  6
Plus one of the following three units:
UMC3212  NEGOTIATED PROJECT 3  6
UMT3110  SOUND DESIGN 3  6
UMC3230  MUSIC DIRECTION - PRODUCTION 3  6

Bachelor of Music (Technology)

Course Code: UBMT

Campus: St Albans,

Course Objectives: (For continuing students only)
This course enables students to develop highly advanced skills in the selected area of study and encourages a deeper understanding of cultural contexts in the various areas of specialisation.

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

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

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

Course Duration: 2 years

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

Course Structure: Students in this course will be required to complete all core units and music technology elective units (one per semester). To be awarded a degree of Bachelor of Music (Technology) students must successfully complete a total of 192 credit points as well as hold the requisite Diploma (or equivalent).
Year 1
Completion of a nationally recognised Diploma (or equivalent) in the appropriate field of study (see above)

Year 2, Semester 1
UMT2041 INDEPENDENT STUDY 2.1 12
UMT2100 ADVANCED PHYSICS AND PSYCHOACoustics 12
UMT2021 MUSIC THEORY 6
UMT2030 REMIXING 2 6
UMC2075 MUSIC IN SOCIETY 2 6

Plus one of the following two units:
UMC2220 ARRANGING 2 6
UMT2110 SOUND DESIGN 2 6

Year 2, Semester 2
UMT2042 INDEPENDENT STUDY 2.2 12
UMT2120 ADVANCED DIGITAL AUDIO THEORY 12
UMT2012 ADVANCED MASTERING 12
UMT2232 MULTIMEDIA APPLICATIONS 6

Plus one of the following two units:
UMT2222 BROADCAST SYSTEMS 6
UMT2130 COMPOSING WITH TECHNOLOGY 6

Year 3, Semester 1
UMT3041 INDEPENDENT STUDY 3.1 12
UMT3011 ADVANCED ACOUSTICAL DESIGN 6
UMT3031 REMIXING 3.1 12
UMT3061 INTERNET AND STREAMING AUDIO 3.1 6
UMC3096 MUSIC BUSINESS 6

Plus one of the following two units:
UMC3220 ARRANGING 3 6
UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS 6

Year 3, Semester 2
UMT3042 INDEPENDENT STUDY 3.2 12
UMT3052 ADVANCED SYNCHRONISATION 6
UMT3032 REMIXING 3.2 12
UMT3062 INTERNET AND STREAMING AUDIO 3.2 6
UMC3075 MUSIC IN SOCIETY 3 6

Plus one of the following two units:
UMT3110 SOUND DESIGN 3 6
UMC3230 MUSIC DIRECTION - PRODUCTION 3 6
SUBJECTS

Below are subject details for courses offered by the School of Communication and the Arts in 2010. IMPORTANT NOTICE: 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.

ACA1001 INTRODUCTION TO WRITING

Locations: Sunbury,

Pre-requisites: Nil

Descriptions: This unit of study aims, in the first instance, to develop students’ knowledge of the art of writing in the context of sport organisations. Particular emphasis is placed on the relationship between styles of organisational writing and their impact on communication processes in an organisational setting. Students will examine strategies of writing using a process approach, and develop competence in the writing of letters, memos, press releases, submissions, reports and proposals. Syntax, grammar and style will be evaluated in relation to specific considerations of the audience and the purpose of 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.

Credit Points: 6

Learning Outcomes: To be advised.

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

Required Reading: To be advised by lecturer.

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

ACA1005 COMMUNICATION FOR ACADEMIC PURPOSES A

Locations: Footscray Park,

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

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

Credit Points: 12

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

- Understand the requirements needed to be able to successfully produce academic writing;
- Use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner appropriate for university study;
- Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two 1.5-hour workshops.


Assessment: Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

ACA1006 COMMUNICATION FOR ACADEMIC PURPOSES B

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Interpretation of information from a variety of forms - newspapers, documents, tables, diagrams and graphs will be presented. The audience and purpose of writing will be examined, and information, persuasive and argumentative styles applied. Oral competence and pronunciation will be emphasised. The unit of study employs a topic approach incorporating a variety of skills together with language proficiency.

Credit Points: 12

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

- Understand the requirements needed to be able to successfully produce academic writing;
- Use the four language skills, ie. listening, speaking, reading and writing with more confidence and in a manner that is appropriate within an academic context;
- Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two x 1.5-hour workshops.


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

ACA2005 WRITTEN GENRES AND CRITICAL LITERACY

Locations: Footscray Park,

Pre-requisites:

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

Credit Points: 12

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

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

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

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

Assessment: Assessment will be based on a series of theoretical and practical tasks. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.
ACA2006 ENGLISH AS AN INTERNATIONAL LANGUAGE

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

Required Reading: ACA2006 Book of Readings.

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

ACA2008 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park,

Pre-requisites: Normally first year of the AESOL major or equivalent level of language proficiency.

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

Credit Points: 12

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

Class Contact: One two-hour seminar per week.

Required Reading: Unit of Study Book of Readings.

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

ACA2009 SPORTS MAGAZINE PRODUCTION

Locations: Sunbury,

Pre-requisites: ACA3001 - PROFESSIONAL WRITING IN SPORT or equivalent.

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

Credit Points: 6

Learning Outcomes: To be advised.

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

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

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

ACA2010 ENGLISH IN THE AUSTRALIAN MEDIA

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

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


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

ACA3001 PROFESSIONAL WRITING IN SPORT

Locations: Sunbury,

Pre-requisites: ACA1001 - INTRODUCTION TO WRITING

Descriptions: 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.

Credit Points: 12

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

- Analyse spoken interaction and different written genres in detail.
- Exercise their oral and written skills;
- Develop 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.

Required Reading: To be advised by lecturer.

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

ACA3004 ASPECTS OF LANGUAGE: STRUCTURE AND USE

Locations: Footscray Park,
Pre-requisites: Nil.

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

Credit Points: 12

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

- Demonstrate knowledge of native and non-native English phonetics and
  phonology;
- Demonstrate an understanding of psycholinguistic processes — interlanguage
  and communication strategies;
- Exercise their oral and written skills;
- Analyse spoken interaction and different written genres in detail.

Class Contact: 2.5 hour seminar per week.

Required Reading: To be advised by lecturer.

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

ACA5001 FOUNDATIONS OF LANGUAGE

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 16

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

- Demonstrate knowledge of native and non-native English phonetics and
  phonology;
- Demonstrate an understanding of psycholinguistic processes — interlanguage
  and communication strategies;
- Exercise their oral and written skills;
- Analyse spoken interaction and different written genres in detail.

Class Contact: One 2.5-hour seminar.

Required Reading: To be advised by lecturer.

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

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: Students will be introduced to linguistic description and analysis of oral
and written language, with particular emphasis on those aspects most relevant to
them as learners (and possible future teachers) of English. Topics to be covered will
include: English phonetics and phonology, both native and non-native; descriptions
of English grammar in the context of the nature of grammar in general; theories
of meaning and understanding; psycholinguistic processes - interlanguage and
oral communication strategies; detailed analysis of written texts, their structures,
purposes, and audiences. In this unit of study students will intensively exercise
their oral and written skills while gaining a greater critical insight into the nature of
language structure, conventions and processes on which those skills are ultimately
based. Building on the textual analysis skills built up in earlier units, the unit will, at
the same time, develop an arsenal of concepts underpinning the study of varieties
of English.

Credit Points: 12

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

- Demonstrate knowledge of native and non-native English phonetics and
  phonology;
- Demonstrate an understanding of psycholinguistic processes — interlanguage
  and communication strategies;
- Exercise their oral and written skills;
- Analyse spoken interaction and different written genres in detail.

Class Contact: One 2.5-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Two oral presentations 20%; Four short written exercises during the
semester 40%; Class exercises 10%; Final examination 30%.

ACA5007 COMMUNICATION FOR ACADEMIC PURPOSES A

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

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

Credit Points: 12

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

• Understand the requirements needed to be able to successfully produce academic writing;
• Use the four skills of language study ie. listening, speaking, reading and writing in a more confident manner appropriate for university study;
• Demonstrate a better understanding of society and culture in Australia.

Class Contact: Two 1.5 hour seminars.


Assessment: Assessment will be based on a series of practical tasks. Class and homework exercises 40%; Oral presentation 20%; Aural test 10%; Written examination 30%.

ACA5008 COMMUNICATION FOR ACADEMIC PURPOSES B

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Interpret information in English from a variety of forms and produce appropriate written and oral pieces;
• Produce different forms of writing: informative, persuasive and argumentative essays.

Class Contact: Two 1.5-hour seminars.


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

ACA5015 WRITTEN GENRES AND CRITICAL LITERACY

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

Class Contact: One 2.5-hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Assessment will be based on a series of theoretical and practical tasks. Critical reflective diary 20%; Class presentation 20%; Major analytical essay 30%; Exam 30%.

ACA5016 ENGLISH AS AN INTERNATIONAL LANGUAGE

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Demonstrate the skills to become critical writers and readers in a range and diversity of text forms — eg. expository, narrative, argumentative, academic journal writing.
• Understand elements of discourse and linguistic theory relevant to written genres;
• Understand the various forms of local and world English;
• Analyse and recognise different English text types according to context;
• Demonstrate an understanding of cross-cultural communication issues;
• Describe linguistic features of English.

Class Contact: One 2.5-hour seminar per week.

Required Reading: To be advised by lecturer.

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

ACA5017 ENGLISH IN THE AUSTRALIAN MEDIA

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Understand the social process of news and current affairs production, presentation and values;
- Demonstrate an understanding of advertising as an industry and the language of persuasion;
- Analyse, synthesise and critically evaluate different forms of media and apply this knowledge in their own literacy practices.

Class Contact: One 2.5-hour seminar.


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

ACAS018 ENGLISH IN SPOKEN INTERACTION

Locations: Footscray Park,

Pre-requisites: Normally first year of the AESOL major or equivalent level of language proficiency.

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

Credit Points: 12

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

- Demonstrate knowledge of the phonological system in English and apply this knowledge to enhancing the quality of their oral communication;
- Understand verbal and non-verbal features of spoken interaction;
- Interact in spoken language in a variety of situations — formal and informal;
- Analyse spoken interaction in detail.

Class Contact: One 2.5-hour seminar per week.

Required Reading: To be advised by lecturer.

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%.

ACAS020 COMMUNICATION, CULTURE AND DIVERSITY

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 16

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

- Demonstrate knowledge of key concepts in the study of issues related to language, communication, culture and diversity and apply these critically to the situation in the western suburbs of Melbourne, in Australia and internationally;
- Demonstrate awareness of the variation in language development, choice, attitudes and language use associated with class, gender and ethnicity;
- Identify the relationship between language, cultural values and perceptions of group identity;
- Employ a range of research methods and analytical techniques used in the study of the effects of languages, cultural background and social identity on communication;
- Use their research, critical thinking, problem-solving and communication (both oral and written) skills;
- Engage in both independent and co-operative learning among students.

Class Contact: Each class will comprise a 1 hour lecture and a 2 hour workshop. Student contact will be maintained between classes through the use of electronic communication technologies.

Required Reading: To be advised by the lecturer

Assessment: Report Individual research report (3000 words) 60% Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks.

ACC1047 CULTURE AND COMMUNICATION

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Demonstrate knowledge of some key research areas related to the study of communication;
- Demonstrate an enhancement of analytical thinking and conceptualisation;
- Demonstrate a development of reading and writing skills;
- Apply analytic ideas to ‘real life’ situations;
- Appreciate the role of communication in personal and social life.

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

Required Reading: To be advised by lecturer.

Assessment: Assignment Written 60%
ACC1048 MEDIA, CULTURE AND SOCIETY

Locations: Footscray Park, St Albans,
Pre-requisites: Nil.
Descriptions: This unit of study explores the institutions, industries and texts that comprise the media, and introduces some approaches to its study. The unit focuses on contemporary Australian and international issues and examples. Topics to be covered include: visual culture; advertising and consumer culture; media ownership and regulation; journalism; celebrity and the public sphere; the nature and impact of new economic and industrial relationships in media; news in war and conflict situations; community media; ‘culture jamming’.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Demonstrate knowledge of some key research areas related to the study of media communication;
- Demonstrate enhancement of their analytical thinking and conceptualisation skills;
- Demonstrate development of their reading and writing skills;
- Apply analytic ideas to ‘real life’ situations;
- Appreciate the role of media communication in personal and social life, and the way democratic culture works.
Class Contact: Three hours per week for one semester, comprising one two-hour lecture and one one-hour tutorial.
Required Reading: To be advised by lecturer.
Assessment: Written assignments 60%; Final examination 40%.

ACC2001 COMMUNICATION TECHNOLOGIES IN CONTEXT

Locations: Footscray Park, St Albans,
Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION
Descriptions: Rapid development and diffusion of communication technologies in all walks of life creates the conditions for transformative social and cultural change. This unit aims to equip students to appreciate and participate in contemporary debates about the impact of communication technologies on our daily lives. Contextualising ‘revolutions’ in communication technology, both historically and politically, will be an important theme for these discussions. Topics to be covered include: media convergence and digitalisation; networking and the use of social media; the rise and fall of mass communication; cybercultures and subcultures; new media and the public sphere; interactivity and new models of cultural production and consumption; mobile phone culture; modes of marketing; corporate control and surveillance; technological determinism and social agency; the culture of speed and militarisation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Identify and discuss the social impacts of various ICTs;
- Describe and evaluate how various technologies mediate our communication experiences and capacities;
- Explain aspects of the historical development of communication technologies;
- Assess public debates about some current policy issues related to communication technologies;
- Identify influential theories and research traditions related to the study of ICTs.
Class Contact: Two hours per week over one semester or equivalent.

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

ACC2005 DIGITAL CULTURE AND COMMUNICATION

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study introduces students to the main communication, cultural and social changes through the optic of some recent developments and theories in communication, cultural and social analysis. In particular, the unit focuses on debates relating to postmodernism and the emergence of the Information, Knowledge and Network society and their interlinking to the global Information and Communication Technologies (ICTs). The unit introduces students to the changing and dynamic forms of digital communication and culture as well as the emerging global culture. Students are expected to develop a critical understanding of the debates and analyses of contemporary issues focusing on the important and widespread role and impacts of the digital communication revolution on various fields.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Develop an understanding of key issues relating to the digital communication revolution;
- Develop a critical understanding of the enormous transformations in the communication and cultural fields;
- Develop an understanding of the radical, rapid and ongoing changes in the communication environments and their impacts in various fields;
- Develop an integrated knowledge approach of the phenomenal developments in the communication field by linking and applying them to their current and future career directions.
Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial plus three hours mixed-delivery mode.
Required Reading: To be advised by the lecturer.
Assessment: Essay 30%; Seminar Project Paper 50%; Film analysis 20%.

ACC2014 INTERNATIONAL COMMUNICATION INDUSTRIES

Locations: Footscray Park, S1 Albans,
Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION
Descriptions: This unit of study is framed around some of the debates about the process of globalisation. In this context, it examines the status and power of regional and local media industries, the media and international crisis and conflict, and issues of regulation, deregulation and international communications policy formation. Non-mainstream international media industries and alternative public spheres are also considered. Students are encouraged to develop a broad understanding and appreciation of the significance of international communications in shaping dramatic changes in political, social, cultural and economic affairs, to examine how international communications industries, including digital media operate in the production, distribution and consumption of information, and to reflect on the increasingly complex connections between the worlds of international media and everyday life. Contemporary case studies will be used as illustrative examples towards understanding key issues.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Better understand the role of the international media industries and how they contribute to the transformation of contexts and relations amongst the local, the global and the region;
- Appreciate the multidisciplinary approach used to study international communications.

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

Required Reading: To be advised by lecturer.

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

ACC2045 AUDIO PRODUCTION

Locations: To be advised, Malaysia (Sunway University College).

Pre-requisites:

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

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: To be advised.

Required Reading: To be advised.

Assessment: To be advised.

ACC3001 COMMUNICATION GRADUATING PROJECT 1

Locations: Footscray Park, St Albans,

Pre-requisites: Completion of years one and two of the Bachelor of Communication.

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

Credit Points: 12

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

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

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

Required Reading: Communication Graduating Project Manual and Reader.

Assessment: Specialised industry context report (written and oral presentation/workshop) 15%; Blog participation and journal 20%; Concept pitch (oral presentation) 15%; Project documentation (this will vary depending upon the project and specialisation) 50%. (Equivalent to 3000 words).

ACC3002 COMMUNICATION GRADUATING PROJECT 2

Locations: St Albans,

Pre-requisites: ACC3001 - COMMUNICATION GRADUATING PROJECT 1

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

Credit Points: 12

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

- Work successfully in interdisciplinary teams to bring a project to completion;
- Present and advocate a professional project result.

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

Required Reading: Communication Graduating Project Manual and Reader.

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

ACC3003 ETHICAL AND LEGAL ISSUES IN COMMUNICATION

Locations: St Albans,

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION

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

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

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

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

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

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

ACC3006 MEDIA AUDIENCES

Locations: Footscray Park, St Albans,

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION OR other media studies focused units of study.

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

Credit Points: 12

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

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

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

Required Reading: To be advised by lecturer.

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

ACC3041 LANGUAGE AND SOCIETY

Locations: Footscray Park, St Albans,

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION

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

Credit Points: 12

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

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

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

Required Reading: Unit of Study Book of Readings.

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

ACC3045 VIDEO PRODUCTION

Locations: St Albans, and Sunway (Malaysia).

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION

Descriptions: 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.

Credit Points: 12

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

• Explain some theoretical aspects of video and television production and its industrial context;
• Apply the necessary skills to plan and construct simple video films;
• Apply a range of basic technical skills involved in single and multi-camera video production;
• Develop appropriate scriptwriting and pre-production skills;
• Identify the ethical and the aesthetic dimensions of video and television production.

Class Contact: One 1 hour lecture for six weeks of the semester and one 2 hour workshop per week for the whole semester.


Assessment: Short exercise 10%; Group video productions 70%; Critiques 20%.
ACC3046 COMMUNICATING WITH RADIO

Locations: St Albans,

Pre-requisites: 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.

Descriptions: Students will be provided with the opportunity to engage with some basic radio production techniques and processes. The major emphasis is on spoken- word radio with a specific focus on interviewing and 'magazine' formats. Production work will include field interviewing with portable equipment, studio work, writing for radio, editing, elementary sound mixing and voice performance. If done to an adequate standard, production exercises can be broadcast on local community radio stations and/or RVU, the University web structure and radio station. Students are advised that the work required is substantial, with continuous assessment and deadlines for work submissions throughout the semester. This unit of study has a $50 materials charge.

Credit Points: 12

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

• Identify radio as a special kind of medium of communication, particularly for transmitting ideas and opinions;
• Apply skills in pre-production, production and post-production techniques for audio;
• Apply the basic skills required to produce spoken word radio;
• Understand and develop the skills required to write and produce programs suitable for radio broadcast;
• Develop critical and analytical skills with respect to radio and audio production.

Class Contact: Three hours per week for one semester comprising lectures and workshops.

Required Reading: To be advised by lecturer.

Assessment: Production work 80%; Written assignments 20%.

ACC3047 COMMUNICATING IN ORGANISATIONS

Locations: Footscray Park, St Albans,

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION

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

Credit Points: 12

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

• Critique a variety of communication practices and modes of communication in workplaces in Australia;
• Show an understanding of the implications of embedded organisational cultures (including those affected by sexism, racism, homophobia, ageism) on working life;
• Create a folio of simulated policy documents relevant to designated work settings.

Class Contact: One hour lecture and one hour tutorial.

ACC3052 COMMUNICATION AND CULTURAL DIVERSITY

Locations: Footscray Park, St Albans,

Pre-requisites: Normally ACC1047 Culture and Communication; and ACC1048 Media, Culture and Society.

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

Credit Points: 12

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

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

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

Required Reading: To be advised by lecturer.

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

ACC3056 ADVANCED MEDIA PRODUCTION

Locations: St Albans,

Pre-requisites: ACC3045 - VIDEO PRODUCTION

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

Credit Points: 12

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

• Apply the necessary skills to plan and construct video films, television and radio programs of broadcast standard;
• Develop a range of technical skills involved in television and audio production;
• Develop appropriate scriptwriting and pre-production skills;
• Understand the ethical and the aesthetic dimensions of video and television and/or audio and radio production;
• Work in team settings in an industrial context that requires punctuality, cooperation, mutual respect and assessable outcomes.

Class Contact: Two-hour seminar each week.

Required Reading: To be advised.

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

ACC3061 WORLD CINEMAS

Locations: Footscray Park, St Albans,

Pre-requisites: ACC1047 - CULTURE AND COMMUNICATION

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

Credit Points: 12

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

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

Required Reading: To be advised by lecturer.

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

ACE1145 CSM ENGLISH LANGUAGE AND COMMUNICATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

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

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

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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. Content specific materials about sustainability and ecology will be delivered through lectures, videos and seminars.

Credit Points: 12

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

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

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

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

ACE1912 COMMUNICATIONS FOR THE PROF SCIENTIST 2

Locations: St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

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

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

ACE1913 PROFESSIONAL COMMUNICATION

Locations: Werribee,

Pre-requisites: Nil.

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

Credit Points: 12

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

Class Contact: Two hours per week for one semester.

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

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

ACE3010 WRITTEN AND ORAL COMMUNICATION 3

Locations: Werribee,

Pre-requisites: ACE1913 - PROFESSIONAL COMMUNICATION

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

Credit Points: 6

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

Class Contact: One hour per week for two semesters.

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

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

ACE3020 WRITTEN AND ORAL COMMUNICATION 3 (PART-TIME)

Locations: Werribee,

Pre-requisites: ACE1913 - PROFESSIONAL COMMUNICATION

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

Credit Points: 6

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

Class Contact: One hour per week for two semesters.

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

Assessment: Written application 20%; Interviews 20%; Report 40%; Oral presentation 20%.
**ACE3145 CSM PROFESSIONAL COMMUNICATION**

**Locations:** Footscray Park, Sydney, Malaysia and Hong Kong.

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

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

**Credit Points:** 12

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

- Use written and oral skills to an appropriate academic and professional level;
- Better understand the complexity of the communication process;
- Acquaint themselves with the diverse requirements of the professional workplace;
- Write employment applications;
- Demonstrate their oral skills and interview techniques.

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

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

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

---

**ACF1003 LIFE DRAWING**

**Locations:** St Albans,

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

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

**Class Contact:** One three-hour workshop per week.

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

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

---

**ACF1004 DRAWING AND PAINTING**

**Locations:** St Albans,

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

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

**Class Contact:** One three hour workshop per week.

**Required Reading:** New, J 2005, Drawing from life: the journal as art, Princeton Architectural Press, NY.

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

---

**ACF2001 INTRODUCTION TO DIGITAL ART**

**Locations:** St Albans,

**Pre-requisites:** ACF1003 - LIFE DRAWING OR

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

Credit Points: 12

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

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

Class Contact: One three-hour workshop per week.


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

ACF2002 AESTHETICS AND ART CRITICISM

Locations: St Albans,

Pre-requisites: ACF1003 - LIFE DRAWING Either/ OR equivalent.

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

Credit Points: 12

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

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

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

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

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

ACF2003 STILL LIFE PROJECTS

Locations: St Albans,

Pre-requisites: ACF2001 - INTRODUCTION TO DIGITAL ART equivalent.

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

Credit Points: 12

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

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

Class Contact: One three-hour workshop per week.

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

Assessment: Preliminary folio presentation (three works of art and presentation - equivalent word length 1000 words) 20%; Self initiated project proposal (1000 words) 20%; Self-initiated project presentation (five works of art and presentation - equivalent word length 1000 words) 50%; Studio practice and preparation 10%.
**ACF2004 INTERDISCIPLINARY PRACTICE**

**Locations:** St Albans,

**Pre-requisites:** ACF2002 - AESTHETICS AND ART CRITICISM OR equivalent.

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

**Credit Points:** 12

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

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

**Class Contact:** One three-hour workshop per week.

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

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

---

**ACF3002 INSTALLATION ART**

**Locations:** St Albans,

**Pre-requisites:** ACF2002 - AESTHETICS AND ART CRITICISM Either/ OR equivalent.

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

**Credit Points:** 12

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

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

**Class Contact:** One three-hour workshop per week.


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

---

**ACF3003 DIGITAL FINE ART PHOTOGRAPHY**

**Locations:** St Albans,

**Pre-requisites:**

**Descriptions:** This studio-laboratory based unit of study will explore the principles and practice of digital fine art photography and equip students with the knowledge to develop, implement and complete a digital fine art photography project in the context of contemporary art practice. Working with a variety of cameras including the digital SLR, students will learn about aperture, shutter speed, ISO settings, white balances and a range of lighting techniques. Image processing techniques using Photoshop and other organisational and editing tools will encompass editing workflows, file formats, image resolutions, colour profiles and creative image editing. The photography project will draw upon art research practice and related writing students have completed as part of their previous visual art studies, with a view to producing a cohesive folio of their finished artwork for public presentation such as a website, online exhibition, and/or artist’s book. Research and investigation exploring the meaning and rationale of fine art photography in the 21st century will be a core component of the unit.

**Credit Points:** 12

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

- Plan and implement a folio of fine art photographic work;
- Understand the broad context of the fine art photograph in contemporary visual culture;
- Research, develop and articulate a critical individual artistic approach to contemporary lens-based fine art practice;
- Explore a range of material and conceptual approaches to individual and collaborative visual art making and understand potentials for inter-disciplinary fine art practice.

**Class Contact:** One three-hour workshop per week.


**Assessment:** Creative Works Fine Art Photographic Folio 50% Total effective word limit 3000 words

---

**ACF3095 THE PROFESSIONAL ARTIST**

**Locations:** St Albans,

**Pre-requisites:** ACF2003 - STILL LIFE PROJECTS OR equivalent

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

**Credit Points:** 12

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

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

**Required Reading:** Youth and the Arts framework 1999, Australia Council, Australia. Young people and the Arts policy, 2003, Australia Council, Australia.

**Assessment:** Journal Journal and/or folder 30% Total EWL 3000 words

---

**ACF3096 COMPUTER MEDIATED ART**

**Locations:** St Albans,

**Pre-requisites:** ACF3001 - THE DIGITAL ART PUBLICATION or equivalent

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

**Credit Points:** 12

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

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

**Required Reading:** Albee, T 2005, Essential LightWave 3D 7.5: the fastest way to master Lightwave, Wordware Publishing, Plano, Texas.

**Assessment:** Project Class projects 20% Total EWL 1500 words

---

**ACF3097 GRADUATING EXHIBITION**

**Locations:** St Albans,

**Pre-requisites:** ACF3095 - THE PROFESSIONAL ARTIST or equivalent

**Descriptions:** 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.

**Credit Points:** 24

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

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

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

**Assessment:** Other Successful completion of the exhibition 75% Total EWL 3000 words

---

**ACF4101 HONOURS INDIVIDUAL CREATIVE PROJECT A**

**Locations:** St Albans,

**Pre-requisites:** Admission into Honours stream.

**Descriptions:** 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.

**Credit Points:** 24

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

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

**Required Reading:** Liestol, G., Morrison, A & Rasmussen, T 2003, Digital media revisited: theoretical and conceptual innovations in digital domains, MIT Press, Cambridge, US.

**Assessment:** Review Progress review at semester end 100% A progress review at the end of the semester. The review panel will be comprised of at least two academic members of staff including the student’s supervisor. The review panel must be satisfied that the student is making satisfactory progress in his or her practical creative work. Creative work will be submitted as a folio comprising a CD/DVD and/or analogue product, depending on the student’s particular project. A written progress report will be given to the student and a copy placed on file EWL 5000 words.

#### ACF4102 HONOURS INDIVIDUAL CREATIVE PROJECT B

**Locations:** St Albans,

**Pre-requisites:** ACF4101 - HONOURS INDIVIDUAL CREATIVE PROJECT A

**Descriptions:** 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.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Complete for exhibition or equivalent public outcome a creative practice-based research project
- Respond to the enquiries of colleagues regarding the area of research
- Demonstrate some evidence of a unique contribution to the research in the area
- Successfully integrate theory and practice in the chosen area of research

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

**Required Reading:** Thoburn, D & Jenkins, H 2003, Rethinking media change: the aesthetics of transition, MIT Press, Cambridge, US.

**Assessment:** Project Creative project 100% The student will submit his/her completed project to the Honours exhibition held at the end of semester. Work will be assessed by a panel comprised of at least two academic staff including the student’s supervisor. A written assessment report will be supplied to the student. EWL 10,000 words.

#### ACF4103 HONOURS SPECIAL STUDY RESEARCH PROJECT

**Locations:** St Albans,

**Pre-requisites:** ASH4003 - KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES

**Descriptions:** 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.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be expected to be able to:
- Identify a research context;
- Successfully integrate theory and practice based research;
- Communicate own and others’ ideas in the area and make a clear presentation of argument;
- Respond to the inquiries of colleagues regarding the area of research.

**Class Contact:** Formal contact with the supervisor is equivalent to one hour per week. In addition the student is expected to devote at least three self-directed hours per week to the unit.


**Assessment:** Thesis Exegesis of 5000 words or equivalent 100%

#### ACF4104 EVALUATION RESEARCH METHODS

**Locations:** St Albans,

**Pre-requisites:** Admission to a graduate award course and consent of course leader.

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

**Credit Points:** 12

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

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

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

**Assessment:** Other Meta-evaluation 35% Total EWL 3000 words

#### ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT

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

**Pre-requisites:** Admission to postgraduate program.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Identify the major discourses of international development theory and practice;
- Provide a ‘gender analysis’ of these discourses;
- Apply their knowledge to constructing a critical case study;
- Apply this knowledge to make a professional contribution in an appropriate setting.

**Class Contact:** Two-hour seminar per week over one semester or equivalent.

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

**Assessment:** Seminar paper and presentation 40%; Research essay 60%.
ACG5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH

Locations: City Flinders,
Pre-requisites: Nil.

Descriptions: This unit will focus on the development of professional English communication skills appropriate to workplace and professional settings. Students will be introduced to different communication models and to the specific features involved in communicative processes. The unit develops awareness of the differences between spoken and written language and their implications for self-presentation in professional contexts. Students develop skills in the analysis of structures of written and oral language as well as an awareness of language variation relative to professional contexts. It gives practice in writing and interpreting documents of the kinds encountered in areas of professional life. The areas covered include: English grammar, syntax and idiom; the format of workplace documents; persuasive writing; constructing logical arguments and business presentations; developing skimming and scanning skills and understanding meaning from context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Identify the processes involved in communication, particularly in professional contexts;
- Demonstrate an improved capability to construct a variety of written texts pertinent to professional workplace settings;
- Demonstrate a high level of spoken language and visual texts in a variety of professional contexts;
- Examine and produce typical workplace documents such as employment applications, letters, emails and CVs;
- Use more sophisticated sentences and vocabulary;
- Present an oral report in English relevant for a professional work setting.

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


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

ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE

Locations: City Flinders,
Pre-requisites: Nil.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Identify the styles of English appropriate to workplace communication;
- Better understand cross-cultural issues in dealing in English speaking workplaces in Australia;
- Use appropriate written and spoken skills in an Australian workplace in the areas of interviewing and negotiating and conflict management;
- Gain more expertise in communicating appropriately as a group and in teams to achieve professional goals.

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


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

ACG5003 PROFESSIONAL PRACTICE IN THE WORKPLACE

Locations: City Flinders,
Pre-requisites: Nil.

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

Credit Points: 24

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

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


Assessment: A reflective journal (an evaluation of the workplace, their contribution and recommendations in order to find future employment) (1500 words) 20%; Placement report with supporting portfolio outlining/demonstrating work undertaken including employer/mentor evaluation (equivalent to 3500 words) 30%; Professional report (5000 words) 50%. Report will be undertaken in the professional workplace. Note: this is a 24 point or double unit.
AGC5010 INTERNATIONAL COMMUNICATION

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Present complex ideas and lead productive discussions;
• Use research skills related to the study of international communication;
• Present complex ideas and lead productive discussions;
• Understand the ways in which international communication shapes the personal and the social.

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

Required Reading: To be advised by lecturer.

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

AGC5025 MANAGING ORGANISATIONAL COMMUNICATION

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Explain the importance of effective communication practices in business and other organisational settings;
• Understand some influential theories and relevant research methods in the field of organisational communication;
• Apply those theories and methods to particular cases or situations;
• Present complex ideas and lead productive discussion.

Class Contact: Two hours per week for one semester.


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

AGC5050 COMMUNICATION ACROSS CULTURES

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Understand communicational practices of different cultures;
• Use conceptual and linguistic tools to discuss issues in cross-cultural communication;
• Explain the impact of different forms of communication on relationships between cultures;
• Apply and analyse the main theories and issues in the field;
• Use research skills to explore the impact of cultural diversity on communication processes.

Class Contact: Two hours per week for one semester.


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

AGC5097 PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: This unit of study provides an introduction to the principles and theories in public relations as they are applied in the 21st century. Students are asked to consider the different practices of public relations and, in particular, growth areas in the field such as reputation management, corporate responsibility, third sector activity and internet public relations. The study of new developments is put in the context of the history and development of public relations, and practical application in different environments. Personal and professional ethics are explored throughout the unit content. Experienced senior professional guest-speakers will provide a grounded instruction to practice in Australia today. Students are encouraged to begin or further explore their particular interests in the broad field of public relations and to consider further advancing their careers in public relations management. Students will develop their oral presentation skills, including public speaking and use of computer generated presentation aids.
Credit Points: 12

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

- Demonstrate a thorough grounding in public relations theory and principles;
- Understand a range of public relations practices;
- Demonstrate a background in the history and development of public relations;
- Understand ethical practice in public relations;
- Demonstrate presentation and public speaking skills.

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


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

ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS

Locations: City Flinders,

Pre-requisites: ACG5097 - PROFESSIONAL PUBLIC RELATIONS FOR THE 21ST CENTURY

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

Credit Points: 12

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

- Critically analyse theories of public relations campaigns and management;
- Understand in-depth, the various strategic and planning elements of a public relations campaign;
- Engage in a sophisticated way with the range of social and political theories which inform the thinking behind campaigns;
- Apply ethical practice to PR campaigns and management;
- Apply theories of evaluative and formative research to public relations campaigns;
- Manage campaigns, including personnel management, budgets and timelines;
- Explore and evaluate productive media relations in campaigns.

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


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

ACG5099 PUBLIC RELATIONS WRITING

Locations: City Flinders,
Pre-requisites: Nil.

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

Credit Points: 12

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

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

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

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

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

ACG5100 ETHICS AND REGULATIONS IN COMMUNICATIONS PRACTICE

Locations: City Flinders,
Pre-requisites: Nil.

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

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

- Understand the range of issues in professional ethics;
- Reason and argue for different ethical strategies with clarity and precision;
- Understand one’s self and others in terms of different and often complex professional environments;
- Understand the regulations relating to media, communication and public relations;
- Understand legal problems when working as a communications professional;
- Apply critical and analytical skills developed through practical exercises.

Class Contact: Two hours per week over a 12 week semester. From time to time, this unit may also be offered as a reading unit and class contact in these instances may be varied.

Required Reading: Ethics and Regulation in Communications Practice: Book of Readings.

Assessment: Seminar paper 25%; Essay 40%; Law case study 35%.

ACG5200 APPROACHES TO RESEARCH

Locations: City Flinders,

Pre-requisites: Admission to postgraduate program.

Descriptions: 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.

Credit Points: 12

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

- Identify, select and construct the appropriate research tools for a project;
- Identify and use some different ways of using data for research;
- Advocate their choice of research methodology and methods for a project;
- Prepare an effective presentation of a research question.

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

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

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

ACG5201 CYBERCULTURES, CYBERSELVES

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: This unit of study serves as a foundational area of study. It examines the rise and impact of new media technologies resulting from the interaction between convergent media forms, digitised content, and global communication networks. Emphasis will be placed on contemporary developments in digital media that have reshaped the cultural and social logics of institutional and everyday life.

Areas of discussion include such topics as: virtuality and the virtual community, social networking, cyber-identity, the domestication of new media, digital imagery and virtual aesthetics, gaming, multi-literacies, digital politics and social movements, embodiment, storytelling and writing, development and new media.

Credit Points: 12

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

- Identify and apply some key approaches and debates related to developments in new media;
- Use analytical thinking and conceptualisation skills;
- Apply research skills related to the study of cyberculture;
- Present complex ideas and lead productive discussions;
- Demonstrate a deeper awareness of the ways in which new media shape personal, social and organisational life.

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

Required Reading: To be advised by lecturer.

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

ACG5202 MEDIA AND MEANING

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: This unit of study examines the ways in which media texts (film, television, photography, advertising, journalism, the web) are assembled and organised into systems of representation enabling meaning to be produced for viewers, readers and users. Research traditions that study how audiences/consumers/users make sense of these systems of representation will also be introduced. Discussion will include such topics as: theories of media effects and media power; media as storytellers and myth-makers; politics and pleasures of media consumption; relations between ‘new’ and ‘old’ media, the active audience, media and identity; the culture of celebrity; media and the public sphere.

Credit Points: 12

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

- Identify and use key theoretical paradigms and research in the study of media communication;
- Apply analytical thinking and conceptualisation skills;
- Use research skills related to the study of media audiences;
- Organise, present and discuss complex ideas to others;
- Explain the ways in which media communication shapes personal and social life.

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

Required Reading: To be advised.

Assessment: Short essay 30%; Longer, research-based paper 50%; Class presentation 20% (Equivalent to 5000 words in total).

ACG5203 PRINT AND WEB JOURNALISM

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Identify key genres of contemporary print and online journalistic writing;
• Identify the features of computer-assisted reporting (CAR) and of information credibility;
• Explain the compositional and stylistic elements of different forms of journalistic writing;
• Apply the understanding of CAR and of journalistic composition and style to journalistic research and writing practice;
• Analyse and explain the effects of the contemporary sociopolitical, cultural and technological context on the practice of journalism;
• Prepare and submit journalistic writing for print and online publication.

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


Assessment: One profile 30%; One feature article package 40%; One short form article 30% (5000 words in total).

ACG5204 VIDEO AND DOCUMENTARY

Locations: City Flinders, St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Analyse a documentary with respect to scripting, direction and production;
• List the requirements for a successful ‘pitch’ document;
• Identify the pre-production, production and post-production processes;
• Explain effective budgeting of a documentary;
• Apply the scripting process for a documentary;
• Develop the ability to work as part of a diversely skilled production team.

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

Required Reading: To be advised by lecturer.

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

ACG5205 RADIO FOR THE DIGITAL AGE

Locations: City Flinders, St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

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


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

ACG5206 CREATIVE WRITING

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Identify key genres of creative writing;
• Identify the compositional and stylistic elements of different forms of creative writing;
• Identify and apply key theories underlying creative writing practice;
• Identify possible markets for creative writing;
• Prepare and submit creative writing for publication.

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

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

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

AGS5207 COMMUNICATION INTERNSHIP

Locations: City Flinders,

Pre-requisites: Admission to postgraduate program.

Descriptions: The Communication Internship unit offers students the opportunity to apply their learning in this course, along with their previous learning and experience in a task-oriented work integrated learning environment. Students will undertake one day a week for 12 weeks (or equivalent) in an organisation where they can actively pursue the application of their communication learning in a supported environment. Students may use the opportunity to extend their existing areas of expertise and/or to work and learn in a new area of professional communication. Students will keep a reflective journal of their internship activities and will produce an evaluative report considering their experiences and contributions against a variety of measures including the organisational strategic plan and evaluation methodologies.

Credit Points: 12

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

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

Required Reading: VU Postgraduate Communication Internship Handbook.

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

AGS5208 CRISIS AND RISK COMMUNICATION

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

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


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

AGS5209 PUBLIC HEALTH COMMUNICATION

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

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

ACG5210 COMMUNICATION PROJECT

Locations: City Flinders,
Pre-requisites: Completion of at least four units.
Descriptions: This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work undertaking a special project, usually with a partner or client. Students will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated project outcome.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Produce the negotiated project outcome, which would normally be a tangible product such as project report and presentation, a print or digital publication or program, works for exhibition, or other suitably professional production;
- Demonstrate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
- Demonstrate ability to apply specific disciplinary knowledge and skills in areas of the negotiated content of the project;
- Demonstrate capacity to act in a professional communicator role.
Class Contact: Equivalent to a quarter of a semester’s load of full-time study, but with limited class contact in the supervisory meetings.
Required Reading: Dependent on the negotiated program.
Assessment: Project Negotiated project production 80% Total effective word limit 5000 words

ACG6015 MINOR THESIS (FULL-TIME)

Locations: City Flinders,
Pre-requisites: Eight coursework units of the graduate program in Communication or Communications (Public Relations) plus ACG5200 Approaches to Research.
Descriptions: This is a compulsory component in the MA in Communication, Option B. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.
Credit Points: 48
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Identify an academic research question and design a research project to investigate this thesis;
- Choose a research methodology and methods and use these methods to collect and analyse data;
- Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option;
- Undertake more substantial academic research projects.
Class Contact: Regular individual contact with supervisor: for at least one semester for full-time students; two semesters for part-time students.
Required Reading: To be advised by supervisor.
Assessment: Equivalent to 15,000 words 100%.

ACG6020 MINOR THESIS (PART-TIME)

Locations: City Flinders,
Pre-requisites: Eight coursework units of graduate program in Communication or Communications (Public Relations) plus ACG5200 Approaches to Research.
Descriptions: This is a compulsory component in the MA in Communication, Option B. Students will undertake a substantial piece of independent work on a chosen topic, to be negotiated between student and supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Identify an academic research question and design a research project to investigate this thesis;
- Choose a research methodology and methods and use these methods to collect and analyse data;
- Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion or equivalent processes, if choosing the creative work option;
- Undertake more substantial academic research projects.
Class Contact: Regular individual contact with supervisor: for at least one semester for full-time students; two semesters for part-time students.
Required Reading: To be advised by supervisor.
Assessment: Equivalent to 15,000 words 100%.

ACG6025 PROFESSIONAL PROJECT (FULL-TIME)

Locations: To be advised.,
Pre-requisites:
Descriptions:
Credit Points: To be advised.
Learning Outcomes: To be advised.
Class Contact: To be advised.
Required Reading: To be advised.
Assessment: To be advised.
ACI1007 CREATIVITY AND INNOVATION

Locations: Footscray Park.

Pre-requisites: Nil.

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

Credit Points: 12

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

• Demonstrate knowledge of a range of theories in creative thinking;
• Understand the process of creative thinking;
• Generate creative ideas;
• Demonstrate an increased awareness of the role of risk-taking in ideas generation;
• Critically reflect.

Class Contact: Three hours per week for one semester.


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

ACI1008 CREATIVE ARTS IN CONTEXT

Locations: Footscray Park.

Pre-requisites:

Descriptions: This unit aims to develop students' understanding of the context of the creative arts, within western and non-western cultures. Students will be introduced to key art(s) practices and theories, to further their understanding of how different creative disciplines relate to each other and evolve within particular historical, theoretical and philosophical contexts. Weekly group discussions will develop critical dialogues around significant issues and develop analytical skills. Lecture topics will reference Dada, the Bauhaus, the New York School, Fluxus and Events, Happenings, Mano-ha, Gutai, the Factory, Actionism, Techno, and Situationism. This unit also incorporates an excursion to a major performance or exhibition.

Credit Points: 12

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

• Analyse and discuss creative arts practices, and relevant historical, theoretical and philosophical contexts;
• Locate and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources;
• Write critically and analytically about ideas and concepts explored in lectures, seminars and reading.

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


Assessment: ICT (Wiki, Web sites) Reading blog 30% Total effective word limit 3000 words.

ACI2100 ARTS INDUSTRIES: THE INSIDE STORY

Locations: Footscray Park.

Pre-requisites: Satisfactory completion of ACI1007 Creativity and Innovation.

Descriptions: 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 role of arts professionals; examine the role of arts industries in the Australian and international environments; examine work practices specific to these industries; investigate the role of new technologies within these industries; develop skills to explore and identify opportunities for participation in the arts industry.

Credit Points: 12

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

• Demonstrate an awareness of the role of arts professionals across industries;
• Understand the history and growth of arts industries;
• Pursue employment in an arts industry;
• Demonstrate practical experience in the arts industry through the mentorship program and appreciate the professional environments in which they will be employed;
• Demonstrate greater awareness of professional practices, behaviour and attitudes.

Class Contact: Two hours per week for one semester.

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

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

ACI3100 PROFESSIONAL ENGAGEMENT

Locations: Footscray Park.

Pre-requisites: Successful completion of six Arts Industries core modules or equivalent.

Descriptions: This unit of study provides students with the opportunity to participate as a group member in partnership with an external organisation to plan and negotiate an enterprise or project. Each team will: investigate and develop a project road map that could include script, timeline, labour division, best practice recommendations, risk assessment, marketing strategy, budget and sponsorship arrangements plan; develop planning and problem-solving skills in a real world environment; provide experience in a teamwork setting; develop negotiation, presentation and project management skills; explore the process of creative ideas development in response to audience and organisational needs; provide experience of workplace practice; explore underlying theoretical issues in staging projects including risk management; develop independent and team research skills; utilise ICT as an effective communication tool.
Credit Points: 12

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

- Demonstrate skills as an individual researcher collaborating within a team modelled on workplace practice;
- Demonstrate problem-solving skills;
- Work as a team member;
- Apply effective time management skills;
- Generate and manage creative ideas for specific application and audiences;
- Participate in a virtual or face-to-face learning set.

Class Contact: Three hours per week for one semester.

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

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

ACJ2001 JAPANESE 3

Locations: Footscray Park,

Pre-requisites: ACJ1002 - JAPANESE 2 OR equivalent.

Descriptions: This unit of study assumes a moderate knowledge of Japanese. 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 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.

Credit Points: 12

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

- Communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
- Read and write using appropriate Japanese characters learned in class;
- Conduct self kanji study;
- Read and write approximately 250 new kanji.

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%.
ACJ2004 JAPANESE CONVERSATION

Locations: Footscray Park,

Pre-requisites: ACJ2002 - JAPANESE 4 OR equivalent.

Descriptions: 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.

Credit Points: 12

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

- Communicate in Japanese using newly acquired vocabulary and grammar on topics covered in class;
- Read and understand short-medium length paragraphs written in moderately complicated sentences in Japanese;
- Make Japanese sentences appropriately on everyday topics;
- Demonstrate sound knowledge of Japanese culture in relation to the interaction in Japanese.

Class Contact: Three hours per week for one semester comprising one 90-minute lecture and one 90-minute tutorial.

Required Reading: Bunka Institute of Language 1997, Tanoshiku Hanasoo, Bonjinsha Co Ltd, Japan.

Assessment: Conversation tests 30%; Written assignments 30%; Comprehensive written test 30%; Listening test 10%.

ACJ2091 JAPANESE CULTURE AND SOCIETY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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; 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.

Credit Points: 12

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

- Understand Japanese culture, social values and practices as well as have insights into Japanese ways of thinking;
- Use the cultural understanding and appropriate code of practice in interacting with Japanese people;
- Identify an interest in a particular aspect of Japanese culture which can be further studied.

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

Locations: Footscray Park,

Pre-requisites: ACJ2002 - JAPANESE 4 OR equivalent.

Descriptions: 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.

Credit Points: 12

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

- Produce complex Japanese both orally and in written form;
- Understand complex Japanese both aurally and in written form;
- Demonstrate some knowledge of Japanese culture in relation to the interaction in Japanese;
- Interact with Japanese people more effectively.

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

Locations: Footscray Park,

Pre-requisites: ACJ3001 - JAPANESE 5 OR equivalent.

Descriptions: 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.

Credit Points: 12

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

- Produce complex Japanese both orally and in written form;
- Understand complex Japanese both aurally and in written form;
- Demonstrate some knowledge of Japanese culture in relation to the interaction in Japanese;
- Interact with Japanese people more effectively.

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%.
ACJ3003 ADVANCED JAPANESE 1

Locations: Footscray Park.

Pre-requisites: ACJ3002 - JAPANESE 60R equivalent.

Descriptions: 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.

Credit Points: 12

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

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

Locations: Footscray Park.

Pre-requisites: ACJ3002 - JAPANESE 60R equivalent.

Descriptions: 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.

Credit Points: 12

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

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

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

Pre-requisites: Nil.

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

Credit Points: 12

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

Class Contact: 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.

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.

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

ACL1002 STUDYING POETRY AND POETICS

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

Pre-requisites: Nil.

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

Credit Points: 12

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

Class Contact: 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.

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.

Assessment: Close reading essay (1000 words) 25%; Critical essay (2000 words) 50%; Short exam (multiple choice) 25%.
ACL2006 TRANSNATIONAL INDIGENOUS LITERATURE: ABORIGINAL, NATIVE NORTH AMERICAN AND MAORI WRITING

Locations: Melton, Footscray Park, St Albans, Sunbury,
Pre-requisites: First year foundation units of study in Literary Studies; ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.
Descriptions: 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 testimony. The focus of the unit will be on comparing and contrasting the ways in which our understanding of national and colonial traditions in literature, and the identities these traditions both shape and are shaped by, can be challenged by the perspectives of Indigenous peoples on questions of knowledge, belonging and consciousness. The unit will also encourage students to reflect critically on whether and how Indigenous writers from different countries contribute to the development of a ‘global’ Indigenous culture that transcends the limits of the ‘nation’.
Credit Points: 12

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

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

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


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

ACL2007 ROMANCE AND REALISM

Locations: Melton, Footscray Park, St Albans, Sunbury,
Pre-requisites: First year foundation year units of study in Literary Studies; ACL1001 Reading Contemporary Fiction and ACL1002 Studying Poetry and Poetics.
Descriptions: This unit of study involves an intensive study of the four set British and European 19th century novels, with a focus upon the interplay within each of the conflicting elements of ‘realism’ and ‘romance’. To some extent this is set within an historical context, with reference to issues such as the social determinants of the ‘rise’ of the novel and its further evolution, and the contrasting influence of the enlightenment and romanticism upon the ways of seeing human nature and society that, in their different ways, the novels of realism exemplify. Theoretical issues to do with interpretation, reader reception and the nature of character in the novel are discussed as they arise in the course of discussion of particular texts.
Credit Points: 12

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

• Engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect;
• Negotiate literary representations of diverse cultures by studying particular literary texts.

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

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

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

ACL2009 AUSTRALIAN LITERATURE

Locations: Melton, Footscray Park, St Albans, Sunbury,
Pre-requisites: ACL1001 - READING CONTEMPORARY FICTION
Descriptions: This Literary Studies unit introduces students to the history and significant themes of Australian literature. Students will be required to read a series of important literary texts that indicate the diversity of content and form in Australian literature across the previous 220 years. The representation of Aboriginality will be one of the unit’s central themes. Students completing the unit will be able to identify some of the significant preoccupations of Australian literature. They will also be able to discuss the development of Australian writing in response to global issues.
Credit Points: 12

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

• Engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect;
• Present literary arguments in a variety of verbal and textual settings and formats;
• Familiarise themselves with the practice of tutorial discussion and debate in which problem solving is an important aspect;
• Negotiate literary representations of diverse cultures through the study of literary texts.

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


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

ACL2050 CHILDREN’S TEXTS

Locations: Melton, Footscray Park, St Albans, Sunbury,
Pre-requisites: Any two first year Literary Studies or Professional Writing units.
Descriptions: This unit of study introduces students some concerns with the production, circulation and reading of texts written for children. Through examining such texts and critical analyses of them, we consider some ways in which childhood in Australia is constructed. The intersections of gender, class, race and ethnicity are observed within these texts. Some recent and current debates within the field of ‘children’s literature’ are examined.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

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

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

Required Reading: To be advised by lecturer.

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

ACL3007 RE-PRESENTING EMPIRE: LITERATURE AND POSTCOLONIALISM

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

Pre-requisites: ACL1001 - READING CONTEMPORARY FICTION

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

Credit Points: 12

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

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

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


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

ACL3014 WRITING SELVES

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

Pre-requisites: Any two first year Literary Studies or Professional Writing units of study.

Descriptions: 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.

Credit Points: 12

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

- Present literary arguments in a variety of verbal and textual settings and formats;
- Engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect;
- Negotiate literary representations of diverse cultures by studying particular literary texts.

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


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

ACL3016 WORKING CLASS WRITING

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

Pre-requisites: ACL1001 - READING CONTEMPORARY FICTION

Descriptions: 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, Verge, prose fiction, criticism and journalism from Australia and around the world will be studied. Students will engage with two underlying theoretical issues: the definition of the working class and the question of whether working class writing is written by, about or for the working class. The unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

Credit Points: 12

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

- Present literary arguments in a variety of verbal and textual settings and formats;
- Engage with the practice of tutorial discussion and debate in which problem-solving is an important aspect;
- Negotiate literary representations of diverse cultures by studying particular literary texts.

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

Required Reading: Zola, E Germinale (available in Penguin) plus other material to be advised by lecturer.

Assessment: Minor essay (1000 words) 25%; Critical essay (2500 words) 50%; Exam 25%.
ACM1006 DIGITAL SOUND AND VIDEO

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

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

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

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


**Assessment:** Soundscape 20%; Video monologue project 40%; In-class test 20%.

ACM1009 VISUAL DESIGN FOR DIGITAL MEDIA

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

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

- Demonstrate critical understanding of how design functions in a multimedia production;
- Utilise creative skills to conceptualise and execute a visual image;
- Identify the processes required to execute a design within a specific context;
- Explain the process required to undertake design research;
- Evaluate needs of audience/client groups in design process.

ACM1010 INTRODUCTION TO WEB TECHNOLOGIES

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

**Pre-requisites:** Nil.

**Descriptions:** The World Wide Web has become a primary communication tool for individuals, communities, organisations and corporations. Developments in online technology are changing the way organisations operate, and also encouraging the development of new art forms. A complex understanding of the ways in which the Web functions, and of the skills needed to create web content, is essential for all communication professionals. Students undertaking this unit will research the impact of web technologies in the fields of Education, Creative Arts, Public Relations and Digital Media. In this unit students will: contribute to an electronic bulletin board to discuss current issues; construct a blog to review a journal article; develop a live website. Students will develop the basic skills and knowledge required to create and utilise effective web technologies, using professional level software.

**Credit Points:** 12

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

- Demonstrate a foundational knowledge of specific computer systems;
- Create a website and a blog using a variety of professional tools;
- Apply basic interface design and usability theory;
- Identify the processes for good practice in teamwork and team dynamics in production and research, and apply these in their own practice;
- Describe the changes to web practices brought about by Web 2 initiatives;
- Critically examine existing web products.

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

**Required Reading:** ACM1009 Unit handbook.

**Assessment:** Presentation Group presentation with visual resources 15% Total effective word limit 3000 words.

ACM2003 INTERACTIVE PROGRAMMING

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

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

- Apply interactive navigation and design;
- Demonstrate practical knowledge of software packages used for interactive design including Flash;
be able to:

- Analyse use of Instructional Design theory in the completion of interactive project;
- Apply skills and integrate theories acquired during the unit required to complete industry or community client project;
- Demonstrate an understanding of fundamental concepts of programming.

Class Contact: To be advised.


Assessment: Creative Works Ecard for client 25%

ACM2005 SPECIAL EFFECTS AND MOTION GRAPHICS

Locations: Footscray Park, St Albans,

Pre-requisites:

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

Credit Points: 12

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

- Demonstrate an enhanced 2D and 3D based animation skill-set;
- Demonstrate a basic understanding of how to gather footage from a blue/green screen;
- Demonstrate a moderate understanding of how different screen formats affect the aesthetic design of motion graphics compositions;
- Apply a range of preproduction techniques to develop assets for motion graphics composition.

Class Contact: 2 hour workshop

Required Reading: Book of Readings, Victoria University

Assessment: Literature Review Literature review 25% Total effective word limit 3000 words

ACM2006 ANIMATION

Locations: Footscray Park, St Albans,

Pre-requisites:

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

Credit Points: 12

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

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

Class Contact: 6 x 1 hour lecture

12 x 2 hour workshop

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

Assessment: Creative Works 3 x in-class animation exercises 20% Total effective word limit 3000 words

ACM2007 INNOVATION TECHNOLOGIES, RESEARCH AND APPLICATION

Locations: Melton, Footscray Park, St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Research emerging technology trends;
- Explain the current debates within digital design;
- Describe the development of interactive design concepts (including game projects);
- Use content development skills for a variety of new technology applications;
- Identify and utilise models of good practice available through co-operative learning and group work.

Class Contact: One two-hour workshop per week.


Assessment: Research report (written and oral components) 70%; Design of a concept for a mobile service 30%. (Equivalent to 3000 words).
ACM2008 DYNAMIC WEB DEVELOPMENT

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

Pre-requisites: Nil.

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

Credit Points: 12

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

• Understand practical advanced programming using programs such as Flash;
• Demonstrate a basic practical knowledge of advanced programming techniques;
• Complete a creative project demonstrating skills acquired during the unit.

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


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

ACM3003 DVD AND SCRIPT DEVELOPMENT

Locations: Footscray Park, St Albans.


Descriptions: This unit of study is designed to assist students to follow their personal interest through developing a proposal for a major project to be completed in 3B. During the semester students will learn skills in special effects and interactive DVD production using Final Cut Pro video post-production software and DVD Studio Pro.

Credit Points: 12

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

• Understand practical DVD production using programs such as DVD PRO and Final Cut;
• Demonstrate practical knowledge of DVD production including the development of an individual and a group project;
• Complete an approved script for the Graduating Project.

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


Assessment: Major project proposal 35%; DVD concept 5%; DVD project 40%; Peer script evaluation 20%.

ACM4001 THEORY AND RESEARCH IN MULTIMEDIA

Locations: Footscray Park, St Albans,

Pre-requisites: Bachelor of Multimedia Systems

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

Credit Points: 24

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

• Demonstrate an understanding of relevant debates and issues in their research area;
• Apply skills in academic writing, information retrieval and referencing;
• Articulate their practice in a way that is relevant to the theoretical concerns of their research project;
• Identify the key aspects of their research project;
• Demonstrate skills in research planning and implementation;
• Complete the initial phases of their research undertaking.

Class Contact: To be advised.

Required Reading: To be advised by lecturer.

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

ACM4002 MULTIMEDIA RESEARCH PROJECT

Locations: Footscray Park, St Albans.

Pre-requisites: ACM4001 Theory and Research in Multimedia.

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

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: A weekly supervision session with nominated supervisor.

Required Reading: Dependent on the chosen topic.

Assessment: Final thesis or multimedia work/s plus exegesis 100%.

ACM5000 WEB TECHNOLOGIES

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: 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 web technology, with consideration of how these can inform and be applied to research in the field. In addition, there will be a systematic introduction to approaches to undertaking research in the multimedia field, including: research to inform the creative process; research to evaluate multimedia works; and research on the implementation and use of new technologies.

Credit Points: 24

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

• Develop an understanding of relevant debates and issues in their research area;
• Apply skills in academic writing, information retrieval and referencing;
• Articulate their practice in a way that is relevant to the theoretical concerns of their research project;
• Identify the key aspects of their research project;
• Demonstrate skills in research planning and implementation;
• Complete the initial phases of their research undertaking.

Class Contact: To be advised by lecturer.

Required Reading: To be advised by lecturer.

Assessment: Review essay, 25%; Annotated bibliography 25%; Thesis proposal 50%.
Credit Points: 12

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

- Demonstrate knowledge and understanding of website theory and practice through the production of websites utilising industry standard software;
- Apply workplace process models to their own practices;
- Demonstrate skills of analysis to existing works and self-reflection to own work through the production of analysis journal.

Class Contact: Two hours per week.

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

Assessment: Design documentation (1000 words) 20%; Website project (equiv. 2000 words) 40%; Analysis journal (2500 words) 40%.

ACM5001 INTERACTIVE DESIGN FOR A GLOBAL WORLD

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Demonstrate the process of researching and design for niche audiences through the production of a design portfolio;
- Apply human computer design principles to their individual design practice;
- Apply user-testing skills and methodologies;
- Design culturally competent interfaces.

Class Contact: To be advised.

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

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

ACM5002 DIGITAL AUDIO AND VIDEO PRODUCTION

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: 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, theoretical technique and technique. The aesthetics of combining audio and video will be considered through introductory discussion of film theory. Guest lecturers from the multimedia industry will showcase their own work and discuss contemporary issues in digital video and sound production.

Credit Points: 12

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

- Demonstrate knowledge and understanding of video and sound design theory and practice through the production of video and sound products utilising industry standard software;
- Capture, digitise and edit digital sound components;
- Shoot, transfer and edit digital video;
- Utilise the terminology of digital sound and video production.

Class Contact: Two hours per week for one semester.

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

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

ACM5003 INTERDISCIPLINARY PROJECT

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Professionally engage as individual researchers collaborating with a team modelled on workplace practice utilising online collaboration tools;
- Identify and utilise communication technologies used by contemporary and global production teams;
- Apply the methodologies of prototype development in the creation of a product.

Class Contact: Two hours per week for one semester.

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

Assessment: Reading journal delivered by ‘wik’ or ‘blog’ (1500 words) 30%; Group production of a negotiated technology prototype (2500 words) 50%; Oral report with notes (1000 words) 20%.

ACM5004 EMERGING TECHNOLOGIES

Locations: City Flinders,

Pre-requisites: Nil.

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

Credit Points: 12
ACO1007 TECHNOLOGY OF SOUND AND MUSIC

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

Pre-requisites:

Descriptions: This unit of study provides an introduction to the essential roles digital technologies perform in modern music composition, production and performance. A brief historical and cultural overview of music technology provides a context for appreciating the techniques commonly used today and in the future. Students will learn basic theoretical principles of digital audio and MIDI, with an emphasis on musical applications. Various computer-based techniques are introduced, including: MIDI sequencing and control; digital audio editing, mixing and processing; plug-ins and virtual instruments; and music notation. Students are asked to consider and discuss the influences of software-based tools, digital media and the Internet on modern music composition, production and distribution, and how these tools influence the practices of professional musicians today.

Credit Points: 12

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

- Demonstrate knowledge and understanding of key theoretical concepts and terminology related to music technology;
- Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations and music notation software;
- Apply their skills and knowledge of technology to compositional and performance contexts;
- Provide thoughtful comment on the history and culture of technology in music, and how it relates to the modern professional musician.

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


Assessment: Creative Works MIDI sequencing project 30%; Total effective word limit 2000 words

ACO1008 MUSIC TECHNIQUES 1

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

Pre-requisites:

Descriptions: This unit of study introduces students to the practice and theory of music. Students will develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students will explore popular and contemporary music in relation to stylistic, harmonic and rhythmical aspects. Students will apply theoretical knowledge in instrumental ensemble workshops where they will develop skills in choosing, negotiating and preparing repertoire within the context of a musical ensemble. Workshop facilitators will assist students to develop technical fluency, interpretation and musical expression on their instrument(s) within an ensemble context.

Credit Points: 12

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

- Demonstrate a variety of online and other emerging methods of research;
- Demonstrate content production skills for a variety of new technologies through practical applications;
- Utilise collaborative teamwork and negotiation skills through participating in group projects.

Class Contact: Two hours per week for one semester.

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

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

ACO1009 INSTRUMENTAL STUDY 1

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

Pre-requisites:

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

Credit Points: 12

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

- Prepare and perform a short recital program.
- Develop and maintain a written practice schedule.
- Apply interpretative skills and overall musicianship.
- Work effectively as part of an ensemble.

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

Required Reading: To be advised by the specialist teacher in consultation with the student.
Assessment: Performance Recital (12-15 minutes) 50%. Students will be continually assessed on attendance to lesson requirements, maintenance of the practice schedule and development of technical and interpretive skills throughout the semester. Performance: students will demonstrate their developing skills through a short recital comprising 12-15 minutes of music, featuring a repertoire program selected in consultation with the specialist teacher.

Total effective word limit 2000 words

ACO2002 PRINCIPAL STUDY 2.2

Locations: Sunbury,
Pre-requisites: ACO2001 - PRINCIPAL STUDY 2.1

Descriptions: 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.

Credit Points: 12

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

- Demonstrate performance skills in a range of established styles;
- Select and prepare a balanced recital program for performance;
- Develop and maintain a written practice schedule;
- Demonstrate sight-reading skills and technical ability;
- Apply interpretative skills and overall musicianship;
- Prepare a recital program.

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.

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

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.

ACO2003 NEGOTIATED PROJECT 2

Locations: Sunbury,
Pre-requisites: Nil.

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

Credit Points: 6

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

- Plan and develop a project;
- Develop particular and specialised skills in a variety of areas related to music;
- Work independently;
- Demonstrate negotiation and communication skills in relation to the project;
- Analyse and assess their own skills;
- Conduct and complete a negotiated program of work.

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

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

Assessment: Project proposal 10%; Project plan 40%; Project log book 50%. (Equivalent EWL 3000 words).

ACO2004 MUSIC IN SOCIETY 2

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study includes an investigation of selected musical cultures in a variety of social and political contexts. Popular and traditional music of Western and non-Western traditions will be considered through recordings, videos and ethnographic writings. Emphasis will be placed on the ways in which music shapes, and is shaped by, political life, gender and ethnic identity. Topics to be addressed (but not limited to) include: definitions of “popular” in relation to music and culture; high and low culture; popular music and technology - uses, effects and trends; the nature and effects of mass media in relation to music and society; popular music and representation; generalisation and the world music market; cultural exchange, appropriation and imperialism; interpreting popular music - “get the message?” - including an introduction to basic semiotic interpretation.

Credit Points: 6

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

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

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


Assessment: Essay proposal 10%; Essay draft 20%; Essay 70%. (Total EWL 3000 words).
**ACO2005 MUSIC TECHNIQUES 2**

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

**Pre-requisites:** ACO1008 - MUSIC TECHNIQUES 1

**Descriptions:** This unit of study consolidates student skills and knowledge in relation to the practice and theory of music. Students will further develop and apply their understanding of music theory, complementary aural skills and a context for how music develops in a range of styles, sub-styles and genres. Students will continue to explore popular and contemporary music in relation to stylistic, harmonic, rhythmic and compositional aspects. Students will continue to apply theoretical knowledge in instrumental ensemble workshops, where they will further develop skills in choosing, negotiable and preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Workshop facilitators will assist students to consolidate technical fluency, interpretation and musical expression on their instrument(s) within an ensemble context.

**Credit Points:** 12

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

- Understand, identify and apply complex and extended chords and the chord/scale relationship;
- Understand the functionality of harmony and chord progression;
- Recognise and apply ascending and descending intervals up to the octave;
- Further understand and apply music notation;
- Understand and apply rhythmic phrasing, tempo and time signatures;
- Select, develop and perform repertoire for a recital program;
- Work effectively as part of an ensemble;
- Develop and maintain a written practice journal;
- Consolidate and apply interpretative skills and overall musicianship.

**Class Contact:** One hour lecture and one hour tutorial per week plus a two hour ensemble workshop each week for one semester


**Assessment:** Exercise Weekly theory and aural exercises 25% Total effective word limit 2000 words

**ACO2007 SONGWRITING**

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

**Pre-requisites:**

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

**Credit Points:** 12

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

- Demonstrate knowledge and understanding of the historical perspective of songwriting in Western music;
- Demonstrate knowledge and understanding of the nuances of genre in popular Western music;
- Demonstrate knowledge and skill in applying the elements of rhythm, melody, harmony and form to compose a song;
- Demonstrate knowledge and skill in applying lyrics to a melody or spoken-word piece as is stylistically appropriate.

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

**Required Reading:** Songwriting: a complete guide to the craft, Citron, S 2008, 2nd edn, New York: Limelight Editions

**Assessment:** Exercise Compositional analysis of selected songs 25% Total effective word limit 2000 words
ACO2008 ELECTRONIC MUSIC PRODUCTION AND COMPOSITION

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

Pre-requisites:

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

Credit Points: 12

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

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

Class Contact: 1 hour lecture plus 1 hour tutorial/practicum in a computer lab environment.

Required Reading: The complete guide to remixing, Hawkins, E 2004, Boston: Berklee Press

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

Total effective word limit 2000 words

ACO3002 DIGITAL AUDIO ARTS

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

Pre-requisites:

Descriptions: This unit of study provides an overview of advanced applications in music technology, as applied to contemporary music composition, performance and the related field of sound design. The focus is on how new technologies encourage innovative and experimental approaches to composition and performance. The main areas of study include: interactive music and the human-machine interface; algorithmic compositional tools and techniques; new electronic instruments and interfaces; live electronic music performance; mixed-media works and installations. An aesthetic appreciation of contemporary music and ‘sound art’ is developed by analysing a selection of works by key composers and sound designers. Various contemporary compositional theories are introduced, including Musique Concrète, serialism, microtonalism and ‘timbre spaces’. A historical survey of significant developments in technology forms a context for studying the continually changing cutting edge of music technology and its future directions.

Credit Points: 12

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

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

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

Required Reading: Haunted weather: music, silence and memory, Toop, D 2006, London: Serpent’s Tail

Assessment: Creative Works Musical composition or sound design piece (300 words) The mixed-media collaborative project is to be undertaken in conjunction with an artist from another discipline such as: theatre, film, video games, animation, graphic design, web design, visual art or writing. The composition may be used for the project. The written report addresses both the composition itself and the collaborative project.

Total effective word limit 2000 words

ACO3001 CULTURAL PERSPECTIVES ON MUSIC

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

Pre-requisites:

Descriptions: This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students will develop an appreciation of the cultural place and role of music through lectures, listening exercises and discussion forums.

Credit Points: 12

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

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

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

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

Assessment: Review Literature reviews 30% Total effective word limit 2000 words
ACO3003 MUSIC AND THE MIND

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

Pre-requisites:

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

Credit Points: 12

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

- Analyse and discuss diverse types of creative writing;
- Examine the techniques of expression and interpretation in personal writing, and of imaging, innovation, composition and revision in short story writing, and in short film scriptwriting;
- Explain and critique their own creative writing in relation to creative writing conventions and to the work of published creative writers, and constructively critique the work of their peers;
- Explain the contemporary social and industrial contexts, and current work practices, in the publishing and film production industries;
- Apply their understanding of the above contexts and work practices to their own creative writing practice.

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

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

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

ACP1054 INTRODUCTION TO MEDIA WRITING

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study introduces students to the media writing strand in the major in Professional Writing. The unit focuses on three writing areas - advertising, journalism and public relations - and teaches key techniques used to write advertisements, news and feature stories for the print media, and to write a range of public relations materials, from media releases to speeches. Students read a variety of media material, ranging from advertisements to newspapers and magazines, and the speeches of politicians. Lectures focus on the historical development of the media industries, their contemporary context, and the role of the advertising copywriter, journalist and public relations professional in these industries. The unit also features guest lectures by media writers.

Credit Points: 12

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

- Analyse and discuss diverse types of media writing;
- Pracitce the key elements of advertising copywriting and design, journalistic research and feature writing, and PR writing for media campaigns;
- Explain and critique their own media writing in relation to media writing conventions and to the work of published media writers, and constructively critique the work of their peers;
- Describe the historical and contemporary social and industrial contexts of the advertising, journalism and PR industries, and current work practices in these industries;
- Apply their understanding of the above contexts and work practices to their own media writing practice.

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

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

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

ACP1053 INTRODUCTION TO CREATIVE WRITING

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study introduces students to the creative writing strand in the Professional Writing major. The unit focuses on three writing areas - autobiography, short story and short film and teaches key techniques used to write about personal life experience, and to write short stories and short film scripts. Students read a variety of personal writing, from poetry to essays, and a range of mainly Australian short stories by established writers and film scripts which have been produced as films. Students also read the published fiction of Professional Writing students in the literary magazine Offset, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of writing and creative writing, and on the contexts in which creative writers work. The unit also features short film screenings and guest lectures by creative writers.

Credit Points: 12

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

- Demonstrate knowledge and understanding of key theoretical concepts and terminology related to psychoacoustics;
- Demonstrate self-awareness of how sound and music affect intellectual, emotional and physical states, and communicate responses or observations;
- Differentiate between objective physical sensations and responses, and subjective emotional/intellectual sensations and responses to sound and music;
- Demonstrate knowledge and understanding of the effects music has on life experience, memory and cultural identity.

Class Contact: One hour lecture plus one hour tutorial for one semester


Assessment: Essay Detailed exploration of one area of interest (2000 words) 50%

Students may bring a calculator to the exam for solving basic arithmetic problems.
ACP2001 WEB JOURNALISM

Locations: St Albans,

Pre-requisites: ACP1054 - INTRODUCTION TO MEDIA WRITING

Descriptions: This unit of study introduces students to the conventions and skills of researching and writing for web journalism, and builds on the knowledge and skills in print journalism acquired in ACP1054 Introduction to Media Writing. The unit explores the diversity of contemporary web journalism, with a particular regional focus on Australia and Asia, and combines analysis of web journalism with practical research and writing exercises. The unit also focuses on new participatory forms of web journalism, such as blogs, wikis and citizen journalism. The unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students' journalistic writing, to submit their work to a VU web journalism magazine, and to utilise blogs and wikis for publication. Topics covered include: computer-assisted reporting; information credibility; writing for the computer screen; news and feature styles; article structures; story packages and titles; hyper linking, interactivity and functionality; graphics and digital photos; page design; web journalism law. The unit features guest lectures by practitioners in web journalism.

Credit Points: 12

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

• Identify key genres of contemporary mainstream and participatory web journalism;
• Identify and discuss the features of computer-assisted reporting (CAR), of information credibility, and of writing for the computer screen;
• Identify the compositional and stylistic elements of different forms of web journalism;
• Apply an understanding of CAR and of web journalism composition and style to web journalism research and writing practice;
• Apply an understanding of the visual elements of web journalism composition to story packaging;
• Submit journalistic writing for web publication.

Class Contact: 2.5 hours per week over 12 weeks or equivalent.

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

Assessment: One article 20%; One story package 40%; One collaborative web journalism publication 40%. (Equivalent to 3000 words).

ACP2067 GENDER AND GENRE IN SHORT FICTION

Locations: Melton, Footscray Park, St Albans, Sunbury,

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

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

Credit Points: 12

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

• Understand the key terms 'gender' and 'genre';
• Demonstrate the development of both academic and creative skills;
• Demonstrate familiarity with theoretical and creative writing in the specific genres taught.

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

Required Reading: To be advised by lecturer.

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

ACP2070 EDITING PRINCIPLES AND PRACTICE

Locations: St Albans,

Pre-requisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING

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

Credit Points: 12

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

• Demonstrate a general understanding of the role of editing in the publishing industry and society in general;
• Solve simple and complex editorial problems in a range of social and employment contexts;
• Demonstrate basic professional editing skills through the study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas;
• Work collectively and communicate effectively as a result of group assessment;
• Demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

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


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

ACP2078 PERFORMANCE WRITING

Locations: St Albans,

Pre-requisites: ACP1053 Introduction to Creative Writing; (Normally) ACP1054 Introduction to Media Writing; or demonstrated interest and competence in performance writing formats and genres with particular emphasis on writing for radio, theatre, television and film. Through an examination of a number of examples in each genre and the involvement of students in a professional workshop, the unit aims to generate in students a critical understanding of these formats. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through lectures, workshop exercises, the input of industry speakers and the production of an extended piece of writing in a chosen format.

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

- Use their performance writing skills in various formats;
- Critically understand performance writing formats;
- Understand the basics of dramatic story-telling, characterisation, conflict and dialogue;
- Consider their exposure to professional theatrical workshops.

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

Required Reading: Performance Writing Book of Readings.

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

ACP2079 PUBLISHING PRINCIPLES AND PRACTICE

Locations: St Albans,

Pre-requisites: ACP2070 - EDITING PRINCIPLES AND PRACTICE

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

Credit Points: 12

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

- Demonstrate a general understanding of the role of editing in the publishing industry and society in general;
- Solve simple and complex editorial problems in a range of social and employment contexts;
- Demonstrate basic professional editing skills through the study of structural editing, copy editing, proofreading and the forms of communication appropriate to these areas;
- Work collectively and communicate effectively as a result of group assessment;
- Demonstrate basic familiarity with communications law in relation to editing and publishing, especially copyright and defamation.

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

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

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

ACP2080 WRITING AND READING PLACE

Locations: Melton, Footscray Park, St Albans, Sunbury,

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

Descriptions: 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 also explore the meaning of place through their own writing in a range of genres. This unit of study is available to both Literary Studies and Professional Writing students. Students will be asked to produce a critical essay and a creative work.

Credit Points: 12

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

- Identify a variety of fiction writing techniques and approaches behind the most compelling fiction;
- Apply critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers;
- Develop their short story writing skills to complete at least one short story of publishable standard;
- Apply their creative writing skills to write in a number of genres presented and discussed during the course;
- Demonstrate a general understanding of the role of editing in the publishing industry and society in general.

ACP2085 FICTION WRITING

Locations: St Albans,

Pre-requisites: ACP1053 - INTRODUCTION TO CREATIVE WRITING OR demonstrated interest and competence in creative writing. A folio of creative writing may be requested prior to approval of enrolment.

Descriptions: 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 and students will be encouraged to experiment with story length and form. 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. This fiction writing workshops that form a key part of this unit will concentrate on intensive writing and revision, and all students will be expected to submit and read their work to the tutor and to the class for critique.

Credit Points: 12

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

- Identify a variety of fiction writing techniques and approaches behind the most compelling fiction;
- Apply their creative writing skills to write in a number of genres presented and discussed during the course;
- Develop their short story writing skills to complete at least one short story of publishable standard;
- Demonstrate a general understanding of the role of editing in the publishing industry and society in general.
• Understand aspects of creative writing theory and research that will give them a sound basis for further academic study in the area of creative writing;
• Understand a range of approaches and techniques used by contemporary fiction writers and develop their critical reading skills;
• Identify current publication opportunities and work towards presenting their work for publication;
• Identify various grants, websites and networks that are available for writers.

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

Required Reading: To be advised by lecturer.

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

ACP3049 WRITING AND PRODUCING THE DOCUMENTARY

Locations: St Albans,

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

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Critically analyse a documentary with respect to scripting, direction and production;
• Understand current theoretical issues in documentary making and criticism;
• Apply a thorough understanding of the pre-production, production and post-production process involved in making a documentary;
• Develop a thorough understanding of the scripting process for a documentary;
• Identify and apply the skills and ability to work as part of a diversely-skilled production team.

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

Required Reading: A Book of Readings.

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).

ACS2005 CONSTRUCTION OF NATIONHOOD IN SPAIN AND LATIN AMERICA

Locations: Footscray Park,

Pre-requisites: This unit is offered in English, and is available to all students from any discipline. For students doing the Spanish specialisation however, this is a compulsory unit, to be taken at second or third year level.

Descriptions: Students are 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 surveys these developments from the origins of these nations in the very early civilisations in the Iberian Peninsula and the New World to the often fought 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Deploy a range of language resources, including specialised vocabulary, to improve their understanding of, and to enable them to discuss with confidence, most of the more important historical, socio-political and economic developments in the construction of nationhood in both Spain and the Latin American region.
On successful completion of this unit, students are expected to be able to:

- Use all the grammatical structures outlined above with some degree of confidence;
- Extend their working vocabulary in the appropriate contexts presented in the course;
- Understand and respond to, a wide variety of oral, written and aural texts;
- Understand and use cognates and common idiomatic expressions in their assigned tasks;
- Summarise the main points of a given text, with guidance from the lecturer;
- Deploy appropriate linguistic and cross-cultural strategies to understand and respond to, a wide variety of oral, written and aural texts.
- Better understand cultural appropriateness in business transactions and meetings involving Spanish-speaking individuals and corporations;
- Demonstrate the linguistic skills, knowledge and terminology for conducting business activities in Spanish;
- Better understand the role of global institutions regulating trade and finance in Spanish-speaking countries; Australia and the rest of the world.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Class Contact: Two and half hours per week for one semester, comprising lectures and seminars.


Assessment: Presentation Group presentation on set topic for the week 20% A pass in all components of the assessment is required to pass this unit.

Total effective word limit 3000 words

ACS2083 INTERMEDIATE SPANISH A

Locations: Footscray Park,
Pre-requisites: ACS1082 - BEGINNERS SPANISH B or equivalent level of proficiency in Spanish.

Descriptions: The content introduced in this unit of study expands students’ understanding and appreciation of the Spanish-speaking world, its customs, traditions and socioeconomic and political contexts. The thematic approach favoured in the introductory units, Beginners Spanish A and B, will continue to provide the framework, with more complex materials, for further developing students’ linguistic skills, as well as their cultural understandings of the rich variety of Spanish-speaking countries.

Credit Points: 12

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

- Better understand the role of global institutions regulating trade and finance in Spanish;
- Better understand cultural appropriateness in business transactions and meetings involving Spanish-speaking individuals and corporations;
- Demonstrate the linguistic skills, knowledge and terminology for conducting business activities in Spanish;
- Deploy appropriate linguistic and cross-cultural strategies to understand and respond to, a wide variety of oral, written and aural texts, be equipped to understand and recognise a larger number of cognates and to use common idiomatic expressions in their assigned tasks;
- Summarise a text, and/or develop an argument orally and in writing, with some confidence;
- Acquire a greater feel for the language, through a more in-depth understanding of the communicative functions of the language, to enable them to tackle slightly more complex translations from and into Spanish.

Class Contact: Three hours per week for one semester comprising classes and seminars, as well as a one-hour self-access computer lab work.


Assessment: Assignment Composición (one from each section) 15% Total effective word limit 3000 words

ACS3083 SPANISH IN BUSINESS AND INTERNATIONAL TRADE

Locations: Footscray Park,
Pre-requisites: Intermediate Spanish B or equivalent.

Descriptions: Students will learn about the organisation of corporations, their legal structure and limitations; will be able to understand simple banking and finance documents and transactions; will be acquainted with the basic principles of marketing and advertising; of buying and selling practices, and import and export operations, international trade documentation and correspondence. By means of specific and hypothetical cases, they will be exposed to real and simulated situations in which they will learn the appropriate terminology and use of documentation, in a variety of oral and written exercises. Students will also develop an understanding of the role of global institutions regulating trade and finance and their effect on Spanish-speaking countries, Australia and the rest of the world.

Credit Points: 12

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

- Extend their working vocabulary in the appropriate contexts presented in the course;
- Understand and respond to, a wider variety of oral, written and aural texts, be equipped to understand and recognise a larger number of cognates and to use common idiomatic expressions in their assigned tasks;
- Summarise a text, and/or develop an argument orally and in writing, with some confidence;
- Acquire a greater feel for the language, through a more in-depth understanding of the communicative functions of the language, to enable them to tackle slightly more complex translations from and into Spanish.

Class Contact: Three hours per week for one semester comprising classes and seminars, as well as a one-hour self-access computer lab work.


Assessment: Assignment Composición (one from each section) 15% Total effective word limit 3000 words

ACS2084 INTERMEDIATE SPANISH B

Locations: Footscray Park,
Pre-requisites: ACS2083 - INTERMEDIATE SPANISH A or equivalent level of proficiency in Spanish.

Descriptions: Students will further develop their 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 the students linguistic skills, as well as their cultural understandings of the rich variety of Spanish-speaking countries.
Class Contact: Three hours per week for one semester comprising classes and seminars.


Assessment: Exercise Weekly written and listening exercises 15% Total effective word limit 3000 words

ACSC085 INTRODUCTION TO INTERPRETING AND TRANSLATION

Locations: Footscray Park,

Pre-requisites: ACSC084 - INTERMEDIATE SPANISH BOR equivalent level of proficiency in Spanish.

Descriptions: The content of this subject consists of a range of texts, oral and written, for classroom practice, and for individual and group assignments. The texts will expose students to a wide variety of domains, and stylistic variation, which will develop their linguistic skills and cognitive abilities. Some fundamental theoretical notions will be introduced with the purpose of providing students with a common framework for analysis and discussion of the material presented in class. These texts will also include some poetry towards the end of the course. The relationship between form and meaning will be emphasised throughout the course, with the main focus on communicating for meaning in all activities.

Credit Points: 12

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

- Undertake interpreting in limited contexts in both simultaneous and consecutive modes;
- Translate, with the help of dictionaries and other resources, short texts of varying degrees of difficulty, including some technical and literary texts with a certain degree of confidence;
- Tackle simple interpreting and/or translation activities, backed by sound knowledge of technique, derived from the fundamental theoretical understandings learned throughout the unit;
- Demonstrate a basic understanding of the nature of the work undertaken by interpreters and translators, as skilled professionals in their own right;
- Understand these processes as they affect other professionals and their mutual clients, including the ethical dilemmas that may arise in any of these interactions, and intervene in a sensitive and appropriate manner;
- Work alongside interpreters and translators and/or become further involved in areas such as language services provision or policy.

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

Required Reading: A textbook of translation, Newmark, P (latest edn), Prentice Hall International (UK) Ltd

Assessment: Assignment Weekly practice assignments (choice of 6) 30% Total effective word limit 3000 words

ACSC3086 ADVANCED SPANISH TEXT AND CONTEXT

Locations: Footscray Park,

Pre-requisites: ACSC2084 - INTERMEDIATE SPANISH BOR equivalent level of proficiency in Spanish. This is a compulsory third year unit for students taking the Spanish specialisation.

Descriptions: The content of this unit focuses on developing language proficiency in a variety of contexts, using a range of oral and written texts designed to demonstrate and elicit specialised vocabulary, appropriate idiom and adequate register in a number of selected domains. The unit emphasises the importance of viewing the production of texts — whether written or oral — as a process, rather than as a product, encouraging students to reflect on the communicative nature of the activity and the purpose of the particular text they want to produce, as the result of interaction between the writer/producer of the text and their intended reader/audience.

The unit has a special focus on the different stages that will have to be considered for a text to achieve its purpose and communicate its message, with attention to elements of form (grammar, vocabulary, structure, spelling, accentuation), content (ideas and message conveyed clearly) and style (narrative, descriptive, expository, argumentative, etc.), as well as the needs and constraints of the particular contextual configuration (situation) in which a given text is produced. A similar approach will inform students’ oral tasks and presentations, whether group or individual.

A novel feature of this unit is the introduction of peer-review writing, involving a progression from students working together in pairs to brainstorm ideas and to check and revise each other’s drafts and those produced by other classmates, to the final stages of revision and group editing. Students will then be expected to revise, proofread and edit their own work individually, thus further developing their skills and confidence as writers and producers of texts.

Credit Points: 12

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

- Use a range of resources to create a sustained piece of writing on a specified topic with minimum supervision;
- Edit their writing for grammatical mistakes in order to produce a more refined, idiomatic piece, which should ideally approximate the expression of a native speaker of the language;
- Engage in oral argumentation and exposition and sustain conversations at an advanced level, demonstrating a high level of language comprehension and production, and use native-like pronunciation and intonation;
- Read and understand most texts, including those of some degree of technical and specialised complexity, without difficulty and summarise the contents adequately;
- Translate without grammatical mistakes, most standard texts.

Class Contact: Three hours per week for one semester comprising classes and seminars.


Assessment: Assignment Weekly oral and written tasks 20%
ACSF3087 LANDSCAPE, MEMORY AND IDENTITY IN LATIN AMERICAN LITERATURE

Locations: Footscray Park,

Pre-requisites: ACS2084 - INTERMEDIATE SPANISH BOR equivalent level of proficiency in Spanish.

Descriptions: The unit will introduce students to a range of short stories and some poetry selections written by Latin American authors, mostly in contemporary times. The selections are presented in chronological progression, and the specific temporal features of the context in which they are situated will be highlighted, with a view to advancing the students linguistic understandings towards increasingly more complex texts, both at the conceptual and linguistic levels. The short stories and poems selected for study reflect some of the issues and preoccupations that have occupied writers in different regions of Latin America in different historical times, offering students a wide range of stylistic and thematic variety. In order to give students the opportunity to engage more fully with slightly longer texts, a couple of novellas will also be examined over a number of weeks during the semester, engaging students in group discussions and projects.

Credit Points: 12

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

- Discuss, in Spanish, representative Latin American literary texts, and particularly short stories, with greater understanding and appreciation of the complexity of cultural meanings encoded in such texts;
- Understand the importance of the profound connections between language, landscape, memory and identity, as the stories and poems under examination highlight the range of registers and regional variations deployed by various authors in different temporal and spatial contexts;
- Recognise subtleties of tone and other discursive devices in a range of written texts, leading to a better appreciation of authorial voice and intentionality, and to an enhanced critical understanding of the salient stylistic features in the Latin American short stories examined;
- Have, as a result of their own reflections of the content of the unit, a wider understanding of Latin American literature and culture in general.

Class Contact: Three hours per week for one semester comprising classes and seminars.

Required Reading: Book of readings Victoria University. El Coronel no tiene quien le escriba García Márquez, G. Bonechi Editores, Barcelona (or latest annotated edition) Aura Fuentes, C. DR Ediciones Ena, México: SA de CV Las Batallas en el desierto, Pacheco, JE, DR Ediciones Ena, México: SA Pequero Larousse ilustrado A good Spanish dictionary such as: A good bilingual English-Spanish, Spanish-English dictionary, such as Collins, as indispensable learning and consultation tools.

Assessment: Exercise Summary of five of the texts examined in class during semester 20% Total effective word limit 3000 words

ACS3088 CINEMA IN SPAIN AND LATIN AMERICA

Locations: Footscray Park,

Pre-requisites: None. This unit is offered in English, and is available to all students from any discipline. For students doing the Spanish specialisation however, this is a compulsory unit, to be taken at second or third year level.

Descriptions: The unit will start with the origins of modern cinema with the arrival of sound and the influences and crossings between the various European film schools and the kinds of film that developed under similar but distinct conditions, in both Spain and Latin America from the beginning of the twentieth century down to our times. It will then trace the main characteristics of these industries, as simultaneously opposed to, derivative and complementary to the Hollywood production and distribution system, and will focus on distinct kinds of auteur and independent productions, representative of Spanish-speaking countries such as Spain, Mexico, Argentina and Cuba, where strong industries developed, albeit with somewhat chequered histories.

Credit Points: 12

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

- Acquire the linguistic resources and the necessary cultural and historical knowledge to understand, analyse and discuss films produced in Spanish-speaking countries, developing the ability to scan films for their semiotic content and relate this understanding to their specific cultural and socio-political content;
- Understand of the cultural, socio-political, and commercial forces that have shaped and transformed the development of this form of communication;
- Have a better understanding of the market determinants and commercial imperatives of Spanish-speaking filmmaking, as a separate industry that has been endeavouring to position itself outside the dominant Hollywood industry;
- Apply these understandings to a variety of cultural productions, to other disciplines in their studies, and to their dealings with Spanish speakers, in both formal and informal environments.

Class Contact: Three hours per week for one semester, comprising classes, screening workshops and seminars.

Required Reading: Unit reader Victoria University

Assessment: Assignment Film summary and written answers to one of the questions discussed in class 35% Total effective word limit 3000 words

ACT1001 GROUND, SELF AND OTHERS: EMBODIED ETHICS

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

- Identify ethical and productive ways of approaching and interacting with spaces and places, themselves, and others;
- Demonstrate the basic performance elements of standing, sitting, walking, lying, seeing, listening, smelling, touching and tasting;
- Implement basic skills in ‘warming-up’ for composing, improvising and developing work for performance, dance and drama alone and with others;
- Articulate an introductory understanding of textual, visual and kinetic performance modes.

Class Contact: This unit will comprise the equivalent of three hours per week contact with the lecturer for one semester including workshop, seminar, rehearsal and performance. The Performance Studies staff will deliver this unit intensively over the first four weeks of semester one.

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

- Identify and articulate diverse ways in which notions of self are being explored in a dance, theatre and performance context;
- Utilise their own memory and imagination in constructing dance, theatre and performance material;
- Develop a range of performance elements in voice and movement, dance and theatre;
- Develop a practice of observation and discussion of their own and others’ work in verbal and written forms.

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


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

ACT2002 CRITICAL PRACTICE A

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 Performance Studies unit to offer important practitioners and theorists a chance to pursue specific projects with students. These may include traditional academic work, small scale performance projects, and intensive practical/technical sessions. Like the Performance Studies unit their content will be driven by the expertise and interests of the practitioner and/or theorist. These projects represent a chance for students to explore the intersection of diverse contemporary cultural theories, performance, and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics.

Credit Points: 12

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

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

Class Contact: This unit of study will comprise a 1 hour lecture and 1.5 hour workshop/tutorial per week for one semester.
**ACT2003 PERFORMANCE: OTHERS**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

- Demonstrate, in greater detail, an understanding of material introduced in first semester in the unit Performance: Self;
- Employ a range of strategies to work collaboratively on performance or dance and theatre material;
- Communicate ideas physically, verbally and in a written form to others;
- Investigate a range of perspectives in the relationship of self and others;
- Apply an ongoing practice of listening through improvisational structures.

**Class Contact:** This unit of study will comprise the equivalent of 2.5 hours contact per week for one semester, seminar/workshop.

**Required Reading:** Students will be provided with a Class reader including extracts from the following:


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

---

**ACT2004 CRITICAL PRACTICE B**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

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

**Credit Points:** 12

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

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

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


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

---

**ACT2005 PERFORMANCE STUDIO A**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** The content for the unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements,
sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

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

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

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


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

ACT2006 PERFORMANCE STUDIO B

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The content for this unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements; sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

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

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

Class Contact: 2.5 hours of workshops weekly.

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

ACT2008 PERFORMANCE STUDIO D

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The content for the unit of study will be determined by the individual lecturer in consultation with the Course Co-ordinator. Content will be drawn from a wide range of possibilities, including: a consideration of the relationships between written text and performer and written text and audience; the redefinition of space through the placement and manipulation of two and three dimensional elements, sound and light and a consideration of the relationship and engagement of viewers with the work and how it is activated or mediated by them; processes for the selection and transformation of either movement material, written text, visual imagery, memory, and/or sound into a performance; exploration of the ways in which visual images can be included within a performance, and the use of each visual technology in the composition of a work; basic concepts of sound, hearing and the vibratory nature of the human body and an understanding of the language of music through practical exercises in traditional and contemporary forms.

Credit Points: 12

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

- Demonstrate knowledge and understanding of the basic anatomical structure of the body;
- Demonstrate an understanding of significant kinesiological concepts;
- Demonstrate basic knowledge, understanding and skill in movement analysis from an anatomical base;
- Demonstrate an increased awareness of, and responsiveness to, kinaesthetic experience.

Class Contact: 2.5 hours of workshops weekly.


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

ACT2020 EXPERIENTIAL ANATOMY FOR DANCE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This studio-based, practical unit aims to establish a foundation for the recognition, understanding and development of the students’ potential for movement and dance performance. The unit introduces somatic approaches to dance and movement education, with an emphasis on ideokinetic method. Students are engaged in a creative learning process in which the development of an intellectual understanding of the structural balance of the body is integrated with the experience of moving. Content exploration of selected approaches to body awareness and integration and their implications for dance training, education and performance; mechanisms of movement, focusing on skeletal and neuromuscular organisation; the development of anatomical imagery for alignment and movement; exploration of anatomical imagery as a support and stimulus for dance/movement, through improvisation and rule game structures.

Credit Points: 12

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

- Demonstrate knowledge and understanding of the basic anatomical structure of the body;
- Demonstrate an understanding of significant kinesiological concepts;
- Demonstrate basic knowledge, understanding and skill in movement analysis from an anatomical base;
- Demonstrate an increased awareness of, and responsiveness to, kinaesthetic experience.

Class Contact: Two 90-minute laboratory sessions or workshops per week.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 20%; Log book or other form of documentation of process 10%; Design, develop and present an experiential anatomy/movement lesson (small group task) 40%; Reflective report students will submit a report which identifies key ideokinetic principles/methods and their impact upon students’ developing movement awareness and skill 30%. EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT2022 PERFORMANCE HISTORIES

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study examines the origins and evolution of performance with an emphasis on the 20th century. A focus on the practitioners involved in the making of performance will be examined through the use of texts and video. Specific works will be examined and/or reconstructed in order to gain an insight into their style and structure. The diversity of performance practice will be examined through the identification of the range of concerns driving the experimentation. Contemporary alternatives resulting from ideological difference from the mainstream are also introduced.

Credit Points: 12

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

• Provide an overview of the experimental process of performance making through a study of practitioners who were the ‘avant-garde’ of their time;
• Identify the ways in which performance history is constructed;
• Examine the diversity of performance in relation to cultural/political/technological influences;
• Demonstrate skills in applying historical examples of performance through the recognition of the relationship to personal experience;
• Demonstrate skills in presenting and discussing complex ideas;
• Demonstrate skills in essay writing and the presentation of complex ideas in written form;
• Demonstrate skills in library and internet research.

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

Required Reading: A Unit reader will be made available to students prior to classes commencing.

Assessment: Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3020 PERFORMANCE RESEARCH

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

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

• Investigate practical processes to expand initial ideas;
• Watch and give feedback on the work processes of other students;
• Further develop material through reading, writing and the consideration of a variety of methods of creative practice;
• Experiment with a number of methods of documenting their work processes;
• Synthesise materials in composition of a final performance and proposal for further research;
• Present this performance to the class.

Class Contact: Five hours comprising one one-hour lecture, two-hour workshop, two-hour tutorial.


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

ACT3021 CRITICAL PRACTICE C

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 unit 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 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 practice and performance techniques without the demands of large-scale performance. This intersection can be crucial for students’ understanding of performance processes, contexts and politics.

Credit Points: 12

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

• Develop techniques for writing for the theatre/performance in both solo and collaborative forms;
• Extend their skills in creative writing through exposure to a number of creative writing techniques;
• Demonstrate skills in journal-writing through keeping a journal of creative work and notes made throughout the term;
• Demonstrate skills in analysing and giving feedback on the work of other students.

Class Contact: This unit of study will comprise a 90-minute lecture and 90-minute workshop/tutorial per week for one semester.


Assessment: Progressive assessment (attention to and completion of presentations and practical tasks and processes within workshop classes) 40%; Documentation of process 30%; Presentations 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.
ACT3022 PERFORMANCE PRACTICUM

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 abilities to organise workshops and rehearsal schedules, and to produce and promote a public performance event.

Credit Points: 12

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

• Demonstrate an understanding of critical 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);
• Experiment, research and rehearse through independent or collaborative processes in this specific area of performance-making;
• Develop, structure and refine their performances;
• Demonstrate skills applicable to the logistics, organisation and promotion of a public performance event.

Class Contact: Five hours, comprising five hours of tutorials/workshops.

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: Loupee, L (ed) 1994, Traces of dance, Edition Dis Voir, Paris.

Assessment: Class presentations 60%; Performance 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

ACT3023 PERFORMANCE IMPROVISATION 2

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance;
• Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics;
• Apply advanced skills to improvising alone and with others;
• Apply an advanced embodied understanding of textual, visual and kinetic performance modes.

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


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

ACT3025 GRADUATING SEMINAR ARCHIVE 2

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is designed to integrate knowledge from the preceding theoretical and historical units with current issues in performance and the students’ concerns in their own major performance-making projects. It is designed to provide students with the opportunity to view the role of performance in society from an informed and multidisciplinary perspective, and to aid them in articulating the concerns and theoretical position of their own past, present and future performance work. Students will be required to understand, analyse and discuss current issues and problems in the field of performance by employing a multidisciplinary approach and applying the broad range of knowledge acquired in preceding undergraduate units of study. The unit aims to provide a forum for the discussion of theoretical issues arising from students’ past, present and future personal work and for linking their personal work to concerns in contemporary performance, performance theory and cultural theory. This forum also aims to: foster an awareness of the historical and ideological contexts of students’ performances, performance analyses and theoretical arguments; foster the rigorous responsibility of students to mark their own positions in relation to theoretical and performative contexts; and to ensure a wide reading in, and a broadly-conceived range of allusions to, diverse critical and performance schools and approaches.

Credit Points: 12

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

• Apply an integrated knowledge of the preceding theoretical and historical units and current issues in performance and the students’ concerns in their own major performance-making projects;
• Reflect and report on the role of performance in society from an informed and multidisciplinary perspective;
• Demonstrate an articulated theoretical position on their own past, present and future performance work;
• Demonstrate abilities in the multidisciplinary analysis of current issues and problems in the field of performance;
• Articulate the theoretical issues arising from their past, present and future personal work and their links to concerns in contemporary performance, performance theory and cultural theory;
• Demonstrate an awareness of the historical and ideological contexts of their performances, performance analyses and theoretical arguments;
• Mark their own positions in relation to theoretical and performative contexts;
• Demonstrate wide reading in, and a broadly-conceived range of allusions to, diverse critical and performance schools and approaches.

Class Contact: Three hours comprising one 90-minute lecture and one 90-minute tutorial/workshop.

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

**ACT3026 PERFORMANCE AND IDENTITY**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Demonstrate a basic understanding of a range of contemporary theoretical positions and artistic practices that explore the notion of ‘identity’;
- Analyse links between theoretical positions on identity and experiences drawn from their own lives;
- Apply compositional principles dealing with the construction of identities to their own performance making practice;
- Research and present in essay form, complex theoretical ideas pertaining to the construction of identity.

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


**Assessment:** Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

**ACT3027 THE BODY AND REPRESENTATION**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will examine ideas and representations of the ‘body’ and their impact on performance-making and analysis. The aims of this unit are: to give students an understanding of the diversity of ideas and representations surrounding the human body since antiquity; to give students an understanding of the effects of these ideas on the development of performance and the other Arts, and the reciprocal effects of performance and the other Arts on the development of ideas of the body; to introduce students to modern critical approaches to the body; and to encourage students to make use of the variety of ideas and representations of the body in the making and analysis of performances.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Identify and discuss a range of modern critical approaches to the body;
- Demonstrate skills in the application of complex theoretical ideas, pertaining to the body and its representation, to everyday life;
- Demonstrate skills in presenting and discussing complex ideas;
- Apply skills in essay writing and the presentation of complex ideas in written form;
- Demonstrate skills in library and internet research.

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

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

**Assessment:** Progressive assessment 20%; Presentation 40%; Essays 40%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

**ACT4020 HONOURS PROJECT (FULL-TIME)**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** 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.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Demonstrate competence in independent researchers in the field of performing arts;
- Apply their performance-related research and professional expertise beyond the pass degree level;
- Demonstrate preparedness for entry into research-oriented graduate courses in performance studies.

**Class Contact:** The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

**Required Reading:** To be determined by the supervisor in consultation with the student.

**Assessment:** The final project will be examined by two individuals with expertise in the specific area of the research. These may be internal or external to the School or the University and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit of study with corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.
**ACT4021 HONOURS PROJECT (PART-TIME)**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 24

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

- Demonstrate competence as an independent researcher in the field of performing arts;
- Apply their performance-related research and professional expertise beyond the pass degree level;
- Demonstrate preparedness for entry into research-oriented graduate courses in performance studies.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: To be determined by the supervisor in consultation with the student.

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 with unit of study 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.

**ACV1002 BASIC VIETNAMESE B**

Locations: Footscray Park,

Pre-requisites: Normally ACV1001 Basic Vietnamese A or equivalent language level.

Descriptions: 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.

Credit Points: 12

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

- Use the Vietnamese language in simple conversations;
- Read and write short paragraphs, notes and messages in Vietnamese;
- Demonstrate skills sufficient to move onto the intermediate level.

Class Contact: Three hours per week for one semester, comprising two 1.5 hour workshops.

Required Reading: Vietnamese Reader and handouts.

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

**ACV2001 INTERMEDIATE VIETNAMESE A**

Locations: Footscray Park,

Pre-requisites: ACV1002 Basic Vietnamese 2 or equivalent language level.

Descriptions: This unit of study is offered at both undergraduate and postgraduate levels.

Descriptions: 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.

Credit Points: 12

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

- Engage successfully in basic conversations;
- Read and understand simple texts;
- Write short compositions about their lives;
- Demonstrate an understanding of contemporary Vietnamese society and culture.

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

Required Reading: Vietnamese Reader and handouts.

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

**ACV2002 INTERMEDIATE VIETNAMESE B**

Locations: Footscray Park,

Pre-requisites: ACV2001 - INTERMEDIATE VIETNAMESE AOR equivalent language level.

Descriptions: This unit of study, which is the continuation of ACV2001 Intermediate 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.

Credit Points: 12

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

- Demonstrate skills sufficient to move onto the intermediate level.
- Use the Vietnamese language in simple conversations;
- Read and write short paragraphs, notes and messages in Vietnamese;
- Engage successfully in basic conversations;
- Read and understand simple texts;
- Write short compositions about their lives;
- Demonstrate an understanding of contemporary Vietnamese society and culture.

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

Required Reading: Vietnamese Reader and handouts.

Assessment: In-class assignments 40%; Mid-semester test 20%; End-of-semester examination (oral and written) 40%.
ACV3001 VIETNAMESE CULTURE AND SOCIETY

Locations: Footscray Park.

Pre-requisites: Nil.

Descriptions: This unit of study is designed to introduce students to Vietnamese culture and society from the earliest times to the present with special attention paid to traditional Vietnamese ways of thinking, behaving and organizing their lives. It aims to provide a sound understanding of several aspects of Vietnamese culture for those who want to work in Vietnam or with the Vietnamese community in Australia. Topics to be addressed in this unit include: history, politics, religions and customs; the dialogue between community-oriented attitude and individualism; the Vietnamese conception of the self; food and styles of eating; the gendered models of virtue; family structure and the role of women; verbal and non-verbal communication; and views of body and beauty.

Credit Points: 12

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

- Demonstrate an understanding of Vietnamese culture and society, both historical and contemporary;
- Demonstrate an understanding of the Vietnamese modes of experience in thinking, feeling, valuing and perceiving themselves and the external world;
- Demonstrate an understanding of comparative civilisations and cross-cultural environments;
- Work with Vietnamese people in Vietnam and abroad, including Australia.

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


Assessment: Film/book review (1000 words) 20%; Essay (2000 words) 40%; End-of-semester examination 40%.

ACV3002 VIETNAM: GLOBALISATION, DIASPORA AND IDENTITY

Locations: Footscray Park.

Pre-requisites: Nil.

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

Credit Points: 12

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

- Demonstrate an understanding of continuity and change in Vietnamese culture and society after the Vietnam War;
- Demonstrate an understanding of the impact which the Vietnamese culture of war left on post-war Vietnam;
- Demonstrate an understanding of the impact of globalisation on Vietnamese society;
- Demonstrate an understanding of the relationship between the Vietnamese diaspora and their homelands;
- Demonstrate an understanding of the politics of globalisation and diaspora generally;
- Work with Vietnamese people in Vietnam and abroad, including Australia.

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

Required Reading: To be advised by lecturer.

Assessment: Film/book review (1000 words) 20%; Essay (2000 words) 40%; End-of-semester examination 40%.

ACV3011 VIETNAMESE FOR BUSINESS

Locations: Footscray Park.

Pre-requisites: ACV2002 - INTERMEDIATE VIETNAMESE BOR equivalent language level.

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

Credit Points: 12

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

- Demonstrate acquaintance with the mercantile practice and terminology needed for understanding the business usage of the Vietnamese-speaking world;
- Write business letters and documents;
- Understand the Vietnamese business culture.
Class Contact: Three hours per week for one semester, comprising one one-hour lecture and one two-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: In-class exercises 30%; Essay (1500 words) 30%; End-of-semester examination (oral and written) 40%.

ACV3013 VIETNAMESE FOLKLORE

Locations: Footscray Park,

Pre-requisites: ACV3011 - VIETNAMESE FOR BUSINESS OR equivalent language level.

Descriptions: Designed for students who have already completed a two year beginners stream or three years of secondary school Vietnamese or obtained some equivalent qualifications, this unit of study is an in-depth study of Vietnamese culture as seen in the folk literature, arts and festivals. It aims at further development of overall language proficiency through work on reading and to enhance students’ understanding of the set of basic values underpinning ways of thinking and social interaction, including the use of language within the Vietnamese community. It also aims to enrich the students’ vocabulary and to enable them to use the Vietnamese language with accuracy. A systematic overview of Vietnamese grammatical and syntactic structures is introduced. Vietnamese is the main medium of instruction.

Credit Points: 12

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

- Understand Vietnamese traditions, beliefs and customs;
- Read complex writings in Vietnamese;
- Write long essays in Vietnamese.

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


Assessment: In-class exercises 40%; Essay (1500 words) 30%; End-of-semester examination 30%.

ACV3022 VIETNAMESE FILM AND MEDIA

Locations: Footscray Park,

Pre-requisites: ACV3013 - VIETNAMESE FOLKLORE OR equivalent language level.

Descriptions: This unit of study provides an interdisciplinary understanding of the historical, social, cultural and linguistic aspects of Vietnamese film and media. Films, videos and journalistic texts are studied in terms of their cultural background, their treatment of reality, and their aesthetics. Emphasis is placed on textual analysis, paying close attention to the use of language, from verbal to non-verbal, the stylistic conventions, and the relationship between the media, culture and society. At the end of the semester, students are expected to have a basic understanding and appreciation of cinematic form and Vietnamese society and culture as reflected in film and media, and to be able to analyse visual and written texts, and present ideas clearly. Conducted in Vietnamese.

Credit Points: 12

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

- Demonstrate a command of modern Vietnamese as used in mass media;
- Use analytical and interpretative skills;
- Write satisfactory book/film reviews and essays in Vietnamese.

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

Required Reading: Bui Duc Tinh 1992, Nhung Buoc Dau Cua Bao Chi, Tieu Thuyet va Tho Moi, Wia Xuat Ban Tp HCM, Ho Chi Minh City.

Assessment: Film review 30%; Essay 30%; End-of-semester examination 40%.

ACV3023 VARIATION AND CHANGE IN THE VIETNAMESE LANGUAGE

Locations: Footscray Park,

Pre-requisites: ACV3013 - VIETNAMESE FOLKLORE OR equivalent language level.

Descriptions: This unit of study is a continued study of fundamental Vietnamese semantics and grammar. It is designed to provide students with a better understanding of the Vietnamese language in terms of its historical development and its geographical variations. Selected readings and audiovisual materials are chosen in order to enhance students’ familiarisation of Vietnamese register and style in a variety of contexts. Dialects in Vietnamese and the Vietnamese language as spoken and written in Australia are studied. Conducted in Vietnamese.

Credit Points: 12

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

- Understand historical linguistics;
- Understand change and variation in the Vietnamese language;
- Understand the scholarly writings in Vietnamese;
- Use Vietnamese material as a tool for research.

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


Assessment: In-class exercises 30%; Essay (1500 words) 40%; End-of-semester examination 30%.

ACV3032 SPECIAL TOPICS IN VIETNAMESE LITERATURE

Locations: Footscray Park,

Pre-requisites: ACV3013 - VIETNAMESE FOLKLORE OR equivalent language level.

Descriptions: Advanced reading, essay writing, book review, discussion and other activities aim to give students increased confidence and pleasure in their speaking, reading and writing. Themes and texts will vary from year to year, depending on students’ interest, and will be drawn from the following topics: love, gender, war, colonialism and postcolonialism in Vietnamese literature; influences of China and the West on Vietnamese literature; the historical development of genres; tradition and innovation in 20th century Vietnamese literature, etc. Attention will be devoted to both aesthetic and ideological aspects of literature. Works of prose and poetry will be read in conjunction with discussions of the social conditions of the time. Conducted in Vietnamese.

Credit Points: 12

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

- Better understand the history of Vietnamese literature;
- Analyse and interpret literary texts;
- Write satisfactory essays on a wide range of topics;
- Use Vietnamese material for further research.

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

Assessment: Book review (1000 words) 30%; Essay (1500 words) 40%; End-of-semester examination 30%.

ACW1020 SEX AND GENDER

Locations: St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

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

Required Reading: Book of Readings

Assessment: Journal 40%; Research project 40%; Test 20%.

ACW1021 FASHIONING GENDER

Locations: St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Better understand theories of gender representation;
• Engage with a variety of texts (written, visual and spoken) in which gender is represented;
• Read and understand the representation of femininity and masculinity in texts through the application of theoretical frameworks;
• Think critically and participate in debates around gender representation in tutorials.

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

Required Reading: Book of Readings.

Assessment: Article review 30%; Tutorial paper 30%; Essay 40%.

ACW2021 GENDER ON THE AGENDA

Locations: St Albans,

Pre-requisites: Normally first year Gender Studies or Sociology units of study.

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

Credit Points: 12

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

• Identify major discourses and academic contributors to these discourses on the contemporary Australian state;
• Provide a ‘gender analysis’ of these discourses;
• Apply their knowledge to constructing a critical case study utilising social research methods;
• Apply these knowledges and skills in roles in research, policy and service delivery in human service professional areas.

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

Required Reading: ACW2021 Gender on the Agenda: Book of Readings

Assessment: Article review 30%; Major research project 70%.

ACW2022 RESEARCHING GENDERED LIVES

Locations: Footscray Park, St Albans,

Pre-requisites: Normally first year Gender Studies units of study.

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

Credit Points: 12

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

• Identify some major themes in 20th century Australian social history with a focus upon gender relations;
• Understand the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history;
• Identify and apply feminist interpretations of history and historiography;
• Understand oral history methodology and undertake original research utilising oral history methods.

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

Required Reading: ACW2022 Researching Gendered Lives: Book of Readings

Assessment: Tutorial paper 40%; Oral history project 60%.
ACW2033 WOMEN AND INTERNATIONAL DEVELOPMENT

Locations: St Albans,

Pre-requisites: Normally first year Gender Studies, Sociology or Community Development units of study.

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

Credit Points: 12

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

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

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

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

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

ACW3022 RETHINKING THE FAMILY

Locations: St Albans,

Pre-requisites: Normally ACW1020 Sex and Gender and ACW1021 Fashioning Gender and/or first year Sociology.

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

Credit Points: 12

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

- Consider the historical forces which shaped the contemporary range of family formations;
- Understand the range of family patterns within Australia;
- Understand the cultural, gendered and sexual issues which impact on familial behaviour;
- Comprehend the role of the state in terms of the family;
- Understand the likely changes to the family, and their causes, over the next 50 years.

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

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

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

ACW3019 GENDER, SCREEN, IDENTITY

Locations: St Albans,

Pre-requisites: Second year unit of study in Gender Studies and/or Communication Studies.

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

Credit Points: 12

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

- Identify the major discourses of international development theory and practice;
- Provide a ‘gender analysis’ of these discourses;
- Apply their knowledge to constructing a critical case study;
- Apply this knowledge to make a professional contribution to the international development sector (postgraduate).

Case study 70%; Class exercises 30%.

ACW3023 GENDER CROSS-CULTURALLY

Locations: St Albans,

Pre-requisites: Normally first year Gender Studies units.

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

Credit Points: 12

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

- Identify gender difference and gender in different cultures and in cross-cultural situations;
- Provide an analysis of the role of gender order and relations in cross-cultural settings;
- Apply this knowledge to specific situations and events within and across communities and in broader national and international realms;
- Contribute a gendered perspective to policy and debate on matters of multiculturalism, immigration and other relevant fields;
- Apply skills learned in relevant professional positions and community settings.
ACW3024 VARIETIES OF FEMINIST THOUGHT

Locations: St Albans,

Pre-requisites: Normally ACW1020 Sex and Gender, ACW1021 Fashioning Gender.

Descriptions: This unit of study explores a number of streams of feminist thought ranging from liberal feminism to post-feminism. It looks at the ‘waves’ of feminism and at the social conditions which generated these waves. It also examines issues of difference and the relevance of feminism for globalised societies and contemporary social issues.

Credit Points: 12

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

- Demonstrate an understanding of a comparative and stimulating interdisciplinary introduction to the methods and concerns of contemporary feminism;
- Apply feminist theory to a range of contemporary social contexts;
- Assess, analyse and synthesise political theory;
- Apply research methods using the internet, and interrogate a site.

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

Required Reading: Book of Readings.

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

ACW3025 KNOWING BODIES

Locations: St Albans,

Pre-requisites: ACW1020 - SEX AND GENDER

Descriptions: This unit of study examines some of the dominant western cultural constructs of the body, and contemporary interest in body issues with some feminist critiques of those constructs. The unit will combine a study of some theories of abjection and mind/body dualisms with some case studies drawn from performance, law, medicine, and sport. There will be a continuing discussion of the impact on theories and perceptions of ‘the body’ of new technologies.

Credit Points: 12

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

- Understand the ways in which religion, medicine, science, law, art, sport and other social institutions construct bodies;
- Demonstrate an understanding of the ways in which the traits connected with specific types of bodies have changed over time;
- Demonstrate familiarity with the major trends and transitions in feminist thinking about bodies in the 20th century;
- Assess the strategies for bringing about changes in body, self and society proposed by different strands of feminism — especially equity feminism, radical feminism, social construction feminism, and sexual difference feminism;
- Analyse the links between theoretical thinking about bodies and political activism.

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

Required Reading: Book of Readings.

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

ACX1000 COMMUNICATING TRANSCULTURALLY

Locations: Footscray Park,

Pre-requisites: Nil.

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

Credit Points: 12

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

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

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

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

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

ACX1001 KNOWING AND KNOWLEDGE A

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This unit aims to build a solid foundation of core study skills; for use at university and in other professional and community settings. This includes skills related to note taking, group discussions, research (including library and online database work), essay writing, and formal presentations.

This unit also probes how we know what we know, what it means to be human, and how academic study might help us to answer these and other big questions. A key theme of this unit relates to the way knowledge is a constructed, contested and changing phenomenon.

Credit Points: 12

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

- Create accurate and meaningful notes taken during lectures and workshops, and when reading various ‘secondary sources’ such as text books, academic articles, press materials, films/videos, radio, or world wide web/internet;
- Locate relevant texts through advanced library searches, including other catalogues and online services (e-reserve);
• Write in a clear and well argued manner suitable for academic purposes;
• Use Harvard referencing system appropriately.

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

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

Assessment: Essay. Short essay on building academic summarising skills & Harvard referencing skills 30% Total effective word limit 3000 words.

ACX1002 KNOWING AND KNOWLEDGE B

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This unit follows on from Knowing and Knowledge A, but Knowing and Knowledge A is not a prerequisite. Knowing and Knowledge helps students to build their academic skills, especially in discussing, researching and writing about complex social and ethical issues. These issues include: our use of and relationship to technologies, our use of and relationship to animals, our understanding and response to climate change, our use of the media and issues of media ownership and censorship, our understanding of how our identities are formed and intersected by our different backgrounds and experiences.

Knowing and Knowledge equips students to research and work collaboratively, and helps students to develop the skills and confidence to prepare and deliver formal class presentations (making use of such platforms as Powerpoint, and embedding presentations with videos, weblinks and other materials).

Credit Points: 12

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

• Demonstrate advanced research and essay writing skills;
• Explain and demonstrate their capacity to source relevant academic articles and other material through online search;
• Demonstrate, through formal classroom presentations, effective spoken communication skills for academic purposes;
• Share complex ideas and information with class peers and tutors;
• Show confident use of a range of supportive ICT platforms, including Powerpoint.

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

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

Assessment: Essay. Short essay based on advanced library search skills 30% Total effective word limit 3000 words.

ACX2001 INTERNATIONAL STUDY

Locations: Footscray Park,

Pre-requisites: Normally completion of first year.

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

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

• Show confident use of a range of supportive ICT platforms, including Powerpoint.

Credit Points: 12

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

• Demonstrate an understanding of other cultures and societies through experiential learning (a program of study in another country);
• Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
• Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content of the program of international study.

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

Required Reading: Dependent on the negotiated program.

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

ACX3002 SPECIAL PROJECT

Locations: To be advised. Not applicable.

Pre-requisites: Normally completion of first year.

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

Credit Points: 12

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

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

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

Required Reading: Dependent on the negotiated program.

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

ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT

Locations: Footscray Park, St Albans,

Pre-requisites: To be advised.

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

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Understand the contemporary workplace;
- Practise strategies for finding potential employment;
- Recognise vocational typologies and assess themselves within them;
- Practise conflict resolution and other common workplace problems;
- Construct a personal career plan.

Class Contact: Two hours per week.


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

**ACX3004 RESEARCH PROJECT**

Locations: To be advised., Not applicable.

Pre-requisites: Normally completion of first year.

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

Credit Points: 12

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

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

Required Reading: Dependent on the negotiated program.

Assessment: Negotiated project production 80%; Reflective diary 20%. (Equivalent to 3000 words).

**ACK3005 GRADUATING PROJECT 1**

Locations: Footscray Park, St Albans

Pre-requisites: Completion of years one and two of the Bachelor of Arts.

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

Credit Points: 12

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

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

Required Reading: Arts Graduating Project manual and reader.

Assessment: Presentation Concept pitch (oral presentation) 20% Equivalent to 3000 words.

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

**ACK3006 GRADUATING PROJECT 2**

Locations: Footscray Park, St Albans

Pre-requisites: Usually ACX3005 Graduating Project 1 or APP3023 Psychological Issues in the Workplace.

Descriptions: The purpose of this unit is to execute the project planned in ACK3005 Graduating Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students will be expected to produce a product or outcome which will enhance their graduate employment prospects. Students will generally work in groups, but will be individually assessed within the group project.

Credit Points: 12

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

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

Required Reading: Graduating Project manual and reader.

Assessment: Journal working journal including self-evaluation 20% Equivalent to 3000 words.

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

**ACY4001 HUMANITIES HONOURS 4**

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

**Pre-requisites:** Completion of a major in Cultural Studies, Communications, History, Language or Literary Studies.

**Descriptions:** A study of the theoretical and epistemological issues of contemporary literary, historiographical and epistemological theories and of methods of research in the humanities and social sciences.

**Credit Points:** 24

**Learning Outcomes:** To be advised.

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

**Required Reading:** To be determined in each discipline.

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

**ACY1001 PRINCIPLES AND PRACTICE OF PUBLIC RELATIONS**

**Locations:** St Albans,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study provides an introduction to the background, fundamental principles and different forms of public relations. The focus is upon outlining the history and development of public relations, and examining major theoretical concepts, case studies and their practical application in different environments. Personal and professional ethics are explored throughout the unit. Experienced professional guest speakers provide a grounded instruction to practice in Australia today. Students are encouraged to begin exploring their particular interests in the broad field of public relations and to begin positioning themselves to develop a career in public relations management.

**Credit Points:** 12

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

- Describe key aspects of the history and development of public relations;
- Explain the ethical and social contexts of public relations;
- Articulate a range of principles and practices of public relations;
- Identify forms of persuasion and their difference from propaganda;
- Critically examine different public relations paradigms operating in corporate areas, government, non-government organisations, community groups and social movements;
- Account for the increasing role of public relations in the mass media;
- Understand the critical issues involved in crisis management.

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


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

**ACY1002 PUBLIC SPEAKING AND COMMUNICATION**

**Locations:** St Albans,

**Pre-requisites:** Nil.

**Descriptions:** This unit will focus on the development of professional (English language) communication skills appropriate to workplace and professional settings. Students will be introduced to different communications models/theories and to the specific features involved in key communicative processes. The main areas of study and assessment will be divided between theoretical material and practice-oriented workshops. The unit develops awareness of the differences between spoken and written language and their implications for the projection of a speaking persona in professional contexts. Students develop skills in the analysis of structures of oral language as well as an awareness of language variation (rhetorical practice) relative to professional contexts. This unit builds practice in developing and performing some of the key interactions and presentations in an interpersonal and organisational setting. Specific areas covered include: presentation skills, including the use of audio and visual digital aids; committee participation, including membership, secretariat, and leadership; and interview skills for both research and employment settings.

**Credit Points:** 12

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

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

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

**Required Reading:** McCarthy, P & Hatcher, C 2004, Speaking persuasively, Allen and Unwin, Sydney. Unit reader containing practical examples and theoretical articles.

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

**ACY2003 MEDIA MANAGEMENT IN PUBLIC RELATIONS**

**Locations:** St Albans,

**Pre-requisites:** Nil.

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

Credit Points: 12

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

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

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


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

ACY2005 COMMUNICATION RESEARCH

Locations: St Albans,

Pre-requisites: Nil.

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

Credit Points: 12

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

• Identify the major characteristics of communication research methods and applications;
• List a range of methods and describe how they are applied in communication research;
• Define research questions and choose a research design;
• Distinguish and describe the uses of market research, audience studies and public research;
• Critically read research studies undertaken in public relations and communication research;
• Identify the range of research skills needed when dealing with human informants, including issues of ethical practice;
• Present and interpret data in a professional manner.

Class Contact: Thirty hours over one semester, delivered in various modes including weekly seminar.

Required Reading: ACY2005 Communication Research Book of Readings.

Assessment: Literature review and research proposal 20%; In-class tests and exercises 30%; Group research report and assignment 30%; Group presentation 20%. (Equivalent to 3000 words).

ACY3001 PUBLIC RELATIONS CAMPAIGNS AND MANAGEMENT

Locations: St Albans,

Pre-requisites: Normally the first two years of the Public Relations specialisation.

Descriptions: Public relations campaigns usually involve planning, setting of objectives, production and distribution of materials and evaluation. 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 undertaken in other units in the Public Relations specialisation by taking students through the steps involved in a public relations campaign, and applying the skills which they have developed. Students will learn how to plan and manage a campaign, develop campaign material and evaluate the results. They will also examine public relations theory and ethics in campaigns. The focus is on not just doing campaign tasks, but upon planning and management, including staff and financial management.

Credit Points: 12

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

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

Class Contact: Thirty hours over one semester, comprising one seminar per week.

Required Reading: Sheehan, M 2008, Public relations campaigns, Oxford University
ACY3004 CAREER DEVELOPMENT FOR COMMUNICATION PROFESSIONALS

Locations: St Albans,

Pre-requisites: Normally the first two years of the Bachelor of Communication.

Descriptions: This critical unit of study provides students with key skills in planning a career, especially as a communication professional. Whilst there is a general focus, the unit focuses on the particularities for those specialising in Digital Media, Public Relations or Professional Writing. The unit prepares students for their professional practice placement, and helps students find graduate employment on completion of the Bachelor of Communication course. The unit considers how to communicate and work in a professional situation in a collaborative and autonomous manner: types of workplace cultures; managing problems in workplace contexts; employment rights, issues of equity and industrial relations; and processes of accountability and responsibility in work environments. The unit also assists students to develop a career plan for future employment destination; and provides instruction in basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements. Guest speakers from industry will discuss with students future trends in employment and how to network in industry. Students will also have the opportunity to reflect on skills they have learned in their course and how to relate those learnings to their graduate attributes, develop a ‘skills portfolio’ and learn key skills in interviewing to gain a job in industry.

Credit Points: 12

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

- Undertake a placement in an industry organisation in the second semester unit Communication Professional Practice;
- Identify and document what is required to communicate and work in a professional situation in a collaborative and autonomous manner;
- Confidently recognise how to manage problems in workplace contexts and seek resolutions;
- Explain employment rights, issues of equity and industrial relations and processes of accountability and responsibility in work environments;
- Construct a personal career plan;
- Use basic job-finding skills, such as resume writing, preparation for interviews and responding to position descriptions and job advertisements;
- Identify future trends in employment and how to network in industry;
- Compile a skills portfolio, a professional resume and personal core graduate attribute map.

Class Contact: Twelve hours per semester delivered in various modes in a fortnightly seminar. In addition there is also 12 hours of self-directed learning.


Assessment: Professional Portfolio and career plan 50%; Application and interview including core graduate attribute map 50%. (Equivalent to 3000 words).

ACY3006 MARKETING COMMUNICATION

Locations: St Albans,

Pre-requisites: Usually first year of the Bachelor of Communication.

Descriptions: This unit of study is normally taken in the last semester of the degree and is intended to complete the preparation of the student for entering professional communication practice. Students will be placed in a workplace under the supervision of a communications professional in their field of specialisation in Public Relations, Professional Writing or Digital Media. The site and activities for the professional practice placement will be negotiated between the student and their lecturer and onsite supervisor. The placement will usually be for 15 days or equivalent undertaken in either block or concurrent mode. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.

Credit Points: 12

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

- Undertake a graduate position utilising their specialisation in communication studies;
- Describe and analyse the dynamics of working individually, as part of a hierarchy and/or part of a team in a professional communication context;
- Apply the learning gained throughout their degree in a professional communication position;
- Use their learning and experience in professional practice to gain a graduate position;
- Use reflective and evaluative analysis to examine and improve upon their professional practice.

Class Contact: One hour per fortnight workshop on campus; 15 day professional practice placement off campus.

Required Reading: Communication Professional Practice Manual.

Assessment: Log of hours and assessment of duties submitted by the student and confirmed by site supervisor 30%; Mid-placement oral and written report 20%; Placement reflective journal of fifteen substantive entries 50% (Equivalent to 3000 words).

ACY3005 COMMUNICATION PROFESSIONAL PRACTICE

Locations: St Albans,

Pre-requisites: Normally the first two years of the Bachelor of Communication.

Descriptions: This unit of study is normally taken in the last semester of the degree and is intended to complete the preparation of the student for entering professional communication practice. Students will be placed in a workplace under the supervision of a communications professional in their field of specialisation in Public Relations, Professional Writing or Digital Media. The site and activities for the professional practice placement will be negotiated between the student and their lecturer and onsite supervisor. The placement will usually be for 15 days or equivalent undertaken in either block or concurrent mode. Consideration of issues of ethical practice will be expected in all assessment submissions and during professional placement.

Credit Points: 12

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

- Describe and analyse the ways public relations converges with marketing and advertising;
- Identify basic marketing principles as they are applied to public relations and communication practice;
- Explain the roles of advertising, integrated marketing, promotion, concept development and pricing in public relations work and campaigns;
- Identify how market research helps public relations practitioners relate to publics.
and consumers;
• Explain links between pricing, positioning and marketing strategies and communication campaigns.
Class Contact: Two-hour seminar weekly over one semester.
Required Reading: ACY3006 Marketing Communication Book of Readings.
Assessment: Marketing assignment 50%; Class work 50%. (Equivalent to 3000 words).

ACZ2001 CHINESE 2A
Locations: Footscray Park,
Pre-requisites: ACZ1002 Chinese 1B or equivalent.
Descriptions: This unit of study aims to continue improving students’ four language skills in listening, speaking, reading and writing. Students’ vocabulary will be expanded. Their listening and speaking ability will be enhanced through the learning of more topics in common and routine situations without much deviation from normal and standard manner or content. Their reading comprehension and writing ability will be improved through the learning of more complex structural patterns.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an expansion of their vocabulary;
• Better understand the Chinese character constructing methods;
• Apply more complex structural sentence patterns;
• Achieve a near lower-intermediate level of oral and written communication in common and routine situations without much deviation from normal and standard manner or content.
Class Contact: Three hours per week for one semester.
Assessment: Assignments 40%; Written exam 30%; Oral exam 30%.

ACZ2002 CHINESE 2B
Locations: Footscray Park,
Pre-requisites: ACZ2001 - CHINESE 2AOR equivalent.
Descriptions: This unit of study continues to improve students’ four communication skills in a systematic manner. Their reading and writing ability will be further enhanced through the learning of commonly used terminology and formats in certain practical Chinese writing, including set phrases and idioms. They should be able to cope with simple everyday topics in oral Chinese.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Effectively communicate, with a measure of fluency and competence, on simple topics of a general or routine nature;
• Synthesise information drawn from various sources and reorganise the related parts into a new piece of writing, appropriate in terms of setting, purpose and audience;
• Achieve an intermediate level of oral and written communication in common and routine situations without many deviations from normal and standard manner or content.
Class Contact: Three hours per week for one semester.
Assessment: Assignments 40%; Written exam 30%; Oral exam 30% Total EWL 3000 words.

ACZ3001 CHINESE 3A
Locations: Footscray Park,
Pre-requisites: ACZ1002 - CHINESE 1BOR equivalent.
Descriptions: This unit of study aims to further improve students’ listening and reading comprehension and enhance their speaking and writing competence; and to further develop their knowledge of the Chinese culture. It will introduce students to more advanced Chinese semantic and syntactic contents through textbooks, to further expand their vocabulary, and to help develop their skills in discussing issues in Chinese, both orally and in writing.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Effectively communicate, with a measure of fluency and competence, on specific topics as well as on those of a general or routine nature;
• Synthesise information drawn from various sources and reorganise the related parts into a new piece of writing, appropriate in terms of setting, purpose and audience;
• Contribute to discussions on certain topics in Chinese orally and in writing.
Class Contact: Three hours per week for one semester.
Assessment: Assignments 40%; Written examination 30%; Oral examination 30%.

ACZ3002 CHINESE 3B
Locations: Footscray Park,
Pre-requisites: ACZ3001 - CHINESE 3AOR equivalent.
Descriptions: This unit of study will further improve students’ listening and reading comprehension and enhance their speaking and writing competence. It aims to prepare students to communicate in Chinese with a greater degree of sophistication and to use the language in selected professional and/or academic contexts. Chinese writings and/or multimedia material will continue to be used as supplementary teaching materials. Students are expected to contribute to discussions on China-related issues in Chinese, both orally and in writing.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Communicate effectively on topics covered as well as on those of a general or routine nature, with a measure of fluency and competence;
• Demonstrate more in-depth cultural information and knowledge about cross-cultural differences;
• Demonstrate further knowledge in the pragmatics of the language;
• Use cultural information and pragmatic principles to restructure a given text into a new piece of writing;
• Demonstrate an intermediate-advanced level of oral and written communication skills to perform speech acts such as giving instructions, giving opinions and comments, offering gifts and polite responses, making complaints or compliments.
Class Contact: Three hours per week for one semester.
Required Reading: Liu, Xun (et al) 2003, New practical Chinese reader: textbook 3,
Demonstrate a general understanding of the development stages of the Chinese speech community;

Use the cultural understanding and the cross-cultural sensitivity acquired through this unit of study to interact effectively with the Chinese-speaking community;

Read and appreciate the covert cultural information embedded in texts translated from Chinese to English.

Class Contact: Three hours per week for one semester.

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.

Assessment: Tutorial paper (1000 words) 25%; Oral presentation 25%; Minor essay (2000 words) 50%

ACZ3012 CHINESE FILM AND STORIES

Locations: Footscray Park,

Pre-requisites: ACZ3002 - CHINESE 3BOR equivalent.

Descriptions: This unit of study combines language learning with the examination of Chinese movies and short stories. Emphasis is given to selected multimedia materials and relevant literary texts in Chinese. It aims to expose students to a variety of movies in the socio-cultural contexts in which the Chinese language is in current day-to-day use, including colloquial and regional language use, both verbal and non-verbal, and in formal and informal scenarios. Students will have a general understanding of the main features and major stages of development of the Chinese cinema (particularly in contemporary era) as well as an overall improvement in their actual language competence. Students are expected to contribute to classroom discussions, to do basic research on the themes/materials under study, and to learn how to use the knowledge and skills acquired to produce oral and written texts.

Credit Points: 12

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

- Demonstrate a general understanding of the development stages of the Chinese cinema;
- Identify its main features through a variety of selected representative Chinese movies;
- Better understand, and demonstrate knowledge of, Chinese society and culture;
- Demonstrate an enhancement of their language competence orally and in writing, eg. be able to contribute to classroom discussions and improve their ability to do written assignments and conduct basic research on given topics.

Class Contact: Three hours per week for one semester.

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

Assessment: Essay 40%; Oral presentation 30%; Written assignment/examination 30% Total EWL 3000 words.

ACZ3021 CHINESE LANGUAGE AND SOCIETY

Locations: Footscray Park,

Pre-requisites: ACZ3002 - CHINESE 3BOR equivalent.

Descriptions: This unit, designed for more proficient learners, will introduce to students a variety of Chinese reading texts and audio-visual materials, which allow students to further explore the stylistic variations of the Chinese language and the characteristics of Chinese pragmatics. This unit also aims at exploring the co-relation between Chinese language and society, through reading and discussion, and preparing students to use the knowledge to vary their writing for different purposes, settings and audience, and to conduct a research project.

Credit Points: 12

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

- Improve language quality and linguistic accuracy;
- Understand the co-relation between the Chinese language and its society and major issues related to Chinese pragmatics;
- Develop the necessary cultural and linguistic sensitivity for better predicting and interpreting the Chinese language phenomena;
- Identify and apply the linguistic style for different purposes, settings and audience in speaking and writing;
- Develop an ability to conduct a simple research project.

Class Contact: Three hours per week for one semester.


Assessment: Writing folio (1000 Chinese characters) 30%; Oral presentation (10 minutes) 30%; Minor essay (2000 Chinese characters) 40%.

ACZ3022 SURVEY OF CHINESE LITERATURE

Locations: Footscray Park,

Pre-requisites: ACZ3002 - CHINESE 3BOR equivalent.

Descriptions: This unit of study gives students a guided introduction to the major developments of Chinese literature from its inception to the present. Through a survey of representative authors and selected works, students will acquire more advanced linguistic and cultural knowledge and further improve their language and intercultural communication skills. Students will get an overview of the key development stages of Chinese literature with a general understanding of the relevant historical, socio-political and cultural events; and they will learn to appreciate some Chinese literary traditions and contemporary notions. Students are expected to read materials written in scholarly language and to produce research reports in Chinese on specific topics, both orally and in writing.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an introductory knowledge of the major stages of development of Chinese literature from its inception to the present;
- Demonstrate a general understanding of the relevant historical, socio-political and cultural events;
- Demonstrate more advanced linguistic and cultural knowledge and further improvement of their language and intercultural communication skills;
- Appreciate certain Chinese literary traditions and contemporary notions;
- Read materials written in scholarly language and produce research reports in Chinese on specific topics, both orally and in writing.

Class Contact: Three hours per week for one semester.

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

Assessment: Essay 40%; Oral presentation 30%; Written assignment/examination 30%.

ACZ3031 BUSINESS CHINESE

Locations: Footscray Park,

Pre-requisites: ACZ3002 - CHINESE 3BOR equivalent.

Descriptions: This unit of study introduces to students of advanced Chinese, business and professional terminology and cultural information and linguistic strategies required for a range of business communications in China. Major topics include: job applications, news in brief, business negotiations, custom declaration and brochure production. Some cross-cultural issues will be explored and strategies for dealing with these will be discussed. Students will also examine the features of efficient and professional business language and develop the skills and ability to produce oral and written texts accordingly.

Credit Points: 12

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

- Tailor and refine their Chinese speaking and writing for various business purposes (eg. job interview, responding to business inquiries, business negotiation, product promotion brochure);
- Demonstrate an understanding of business culture and practice in China and associated cross-cultural issues;
- Identify and deal with cultural and linguistic complexities in international business communication;
- Demonstrate familiarity with major business documents and reports including shipping documents and related legal documents.

Class Contact: Three hours per week for one semester.

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.

Assessment: Assignments and class exercises 25%; Oral presentation in Chinese 25%; Minor essay 50%. (Total EWL 3000 words).

ACZ3032 CHINESE CALLIGRAPHY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 brush strokes, the standard script and other styles will be gradually introduced to students. Practical exercises will enable them to write the standard Chinese script using a brush, with a certain degree of aesthetic awareness. Students will also learn the philosophical and/or auspicious meanings of the Chinese characters and sayings in the Chinese socio-cultural environment. Basic style types using other more commonly used writing tools will also be briefly addressed.

Credit Points: 12

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

- Demonstrate a good understanding of 'the four treasures of the scholar's studio';
- Demonstrate a synoptic understanding of the Chinese writing system, its major calligraphic styles and their representative calligraphers;
- Demonstrate some practical skills in writing standard Chinese script using a brush, with a certain degree of aesthetic awareness;
- Identify Chinese characters and sayings with their philosophical/auspicious meanings in the context of Chinese society and culture.

Class Contact: Three hours per week for one semester.


Assessment: Synopsis 15%; Essay 15%; Practical work 70%.

UMC2012 PRINCIPAL STUDY 2.2

Locations: St Albans,

Pre-requisites: UMC2011 - PRINCIPAL STUDY 2.1

Descriptions: This unit aims to develop the technical, interpretive and self-evaluation skills of the student on the instrument of study. The specialist teacher will assist the student in evaluating their technical, interpretative and improvisation skills. The teacher will guide the student in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the specialist teacher. Routine technique will be selected by the student. The specialist teacher will guide the student in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the specialist teacher. The student is expected to maintain a regular practice schedule and will be required to keep a practice journal.

Credit Points: 12

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

- Evaluate, isolate, and develop areas of technical weakness;
- Select and develop repertoire that presents as technically and/or stylistically challenging;
- Develop skills and explore concepts of improvisation;
- Incorporate improvisation skills and concepts in group and solo repertoire;
- Develop original compositions on the instrument of study;
- Develop and maintain a written practice schedule;
- Develop a high level of interpretive skills and overall musicianship;
- Prepare a recital program.

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

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

Assessment: Other Progressive assessment (including attendance, maintenance of practice schedule, submission of practice journal & skills development) 30%
UMC2022 PERFORMANCE SEMINAR 2.2
Locations: St Albans,
Pre-requisites: UMC2021 - PERFORMANCE SEMINAR 2.1
Descriptions: The Seminar class provides a forum for students to perform solo and ensemble repertoire developed in Principal Study and Ensemble classes. The students and lecturer will analyse and critique each performer and the ensemble as a whole. The focus of these critiques will be on performance/musicianship issues and the consolidation of an articulate language for the expression of ideas about music and performance. Discussion will include issues of stagecraft, group interaction, musicianship, presentation, improvisation and technique. Students will further develop their critical language through a written critique.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand pedal tones, when to use them and the effect they have on the sound of a chord progression;
• Develop skills and understanding to reharmonise melodies;
• Develop techniques for voice leading a melodic line over a chord progression;
• Develop techniques for voice leading chords through a progression;
• Develop an understanding of chordal evolution in jazz using the 6 minor 7 chord as an example;
• Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this has impacted on other musics;
• Develop an understanding of quartal harmony, chromaticism, pan tonality and polytonality and to study examples of each;
• Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this have spilled into other musics;
• Aurally integrate the upper extension sounds in major, minor and dominant chords;
• Recognise the sound of triads over bass notes and to specifically identify commonly used chords;
• Recognise the sound of chords over chords;
• Understand the fundamental sounds, origins and distinguishing rhythmic features of Salsa, Samba and Bossa Nova.
Class Contact: Three hours per week for one semester comprising lectures and tutorials.
Assessment: Other Aural assessments 1 & 2 (15% each) 30%

UMC2032 MUSIC MATERIALS 2.2
Locations: St Albans,
Pre-requisites: UMC 2031 - MUSIC MATERIALS 2.1
Descriptions: This unit aims to continue building on students’ understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore jazz as a contemporary art music and its tandem stylistic, harmonic, rhythmic and compositional development from the mid 20th Century to present. Investigations and aims of this unit will include: understanding substitution chords, effects and functions of pedal tones, reharmonisation of melodies, voice leading in progressions, chromatic and diatonic melodic construction and the evolution of the 6 minor 7 chord as an example of harmonic evolution in jazz. Other examples of chord voicings and techniques will also be examined and analysed. Chromaticism, pan tonality, quartal harmony and polytonality will be examined and examples will be given of these concepts as well the fundamental underlying principles. Students will learn to hear the upper extension tones of major, minor and dominant chords, and be introduced to the sounds of triads on bass notes. Latin music will be investigated in more depth particularly Salsa, Samba and Bossa Nova. Transcription tasks will be set for selected patterns from recordings as well as understand the genesis of these styles.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand substitution chords, and the circumstances in which they can be used, and how to determine when they are appropriate;
• Understand pedal tones, when to use them and the effect they have on the sound of a chord progression;
• Develop techniques for voice leading a melodic line over a chord progression;
• Develop techniques for voice leading chords through a progression;
• Develop an understanding of chordal evolution in jazz using the 6 minor 7 chord as an example;
• Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this has impacted on other musics;
• Develop an understanding of quartal harmony, chromaticism, pan tonality and polytonality and to study examples of each;
• Develop an understanding and options for approaches to chord voicings, how the development of chord voicings has affected the sound of jazz, and how this have spilled into other musics;
• Aurally integrate the upper extension sounds in major, minor and dominant chords;
• Recognise the sound of triads over bass notes and to specifically identify commonly used chords;
• Recognise the sound of chords over chords;
• Understand the fundamental sounds, origins and distinguishing rhythmic features of Salsa, Samba and Bossa Nova.

UMC2051 COMPOSITION 2
Locations: St Albans,
Pre-requisites: A recognised State or National Diploma in Music Performance or Technical Production or equivalent.
Descriptions: This unit of study aims to introduce students to a variety of compositional techniques which can be applied in the process of creating musical works. Topics include: techniques and approaches to composition in a contemporary context, including tonal, non-tonal, microtonal and spectral approaches from western and non-western traditions; computer applications for scoring and sound composition; selected techniques and approaches to applied composition, including composing for multimedia applications in film, theatre, dance and installation.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Explore compositional tools and approaches;
• Broaden and develop musicianship;
• Compose short works in a variety of styles and applications.
UMC2062 ENSEMBLE 2.2

Locations: St Albans,

Pre-requisites: UMC2061 - ENSEMBLE 2.1

Descriptions: This unit of study aims to develop students’ skills in choosing, negotiating, preparing (inclusive of arranging/transposing) repertoire within the context of a musical ensemble. Students will develop skills in researching and locating repertoire, and investigating artistic values, goals and intents. Students will demonstrate self-discipline in individual preparation. Students will examine their own personal conduct, including interpersonal interactions within an ensemble, and make the necessary adjustments to facilitate the optimum rehearsal and performance outcomes for each individual piece of music. The unit also aims to explore the character of selected repertoire to achieve an understanding of styles and/or substyles. Successful completion of this unit will provide students with some of the information, skills and processes necessary to develop repertoire and perform at a professional level.

Credit Points: 6

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

- Demonstrate skills in selecting appropriate repertoire as a means of developing the sound, character and musical direction of an ensemble;
- Prepare scores and parts for members of the ensemble to rehearse and perform;
- Demonstrate fluency in transposing scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Develop rehearsal techniques and communication skills within the ensemble - address and solve problems that may occur in the process of rehearsing;
- Develop techniques and language for critically appraising ensemble performance and rehearsal;
- Develop improvisation skills within the ensemble;
- Develop critical listening skills for playing in an ensemble (ie. balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Demonstrate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsing repertoire;
- Demonstrate performance preparation skills;
- Demonstrate musical and stylistic awareness;
- Develop good teamwork;
- Present works publicly to an advanced standard.

Class Contact: Two hours per week for one semester.

Required Reading: Other material/works to be advised by the lecturer.

Assessment: Other Progressive assessment (monitoring and critique of rehearsals, workshops sessions, participation, attendance & performance) 50%
• Manipulate the upper extension colours of chord tones as a means of developing a more advanced command of harmonic language and modern style of expression, as is consistent with contemporary improvised art music;
• Create and execute precise musical statements through use of phrasing, dynamics, rhythmic manipulation and articulation;
• Improvise using both simple and complex rhythmic ideas.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Other Transcriptions 25%

UMC2212 NEGOTIATED PROJECT 2

Locations: St Albans,

Pre-requisites: A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

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

Credit Points: 6

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

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

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

Assessment: Project Project proposal 10% Equivalent EWL 3000 words

UMC2230 MUSIC DIRECTION - PRODUCTION 2

Locations: St Albans,

Pre-requisites: A recognised State or National Diploma in Music Performance or Technical Production or equivalent.

Descriptions: This unit of study aims to develop students’ communication, organisational, technical, and management skills in live and studio based recording situations. Topics include: roles of the producer/engineer/musical director in a recording session; communicating with artists in recording sessions; preparation and organisation of a recording session; time management; common digital recording formats; advanced mixing console signal flow; basic pre-production methods; practical studio production techniques; overdubbing techniques and performance issues; integrating MIDI technologies with live digital recordings; basic mastering and CD production methods; critical thinking and problem solving skills; critical listening skills.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate an understanding of organisational, interpersonal communication skills necessary to manage efficient and creative recording sessions;
• Apply technical knowledge to the development and creation of a recording;
• Develop and apply critical listening, critical thinking and problem solving skills.

Class Contact: Forty-five minutes per week of individual instruction for one semester. Note: Group tuition may also be used in this unit.

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

Assessment: Other Progressive assessment (attendance, maintenance & submission of practice schedule & journal, development of skills) 30%
UMC3012 PRINCIPAL STUDY 3.2

Locations: St Albans,

Pre-requisites: UMC3011 - PRINCIPAL STUDY 3.1

Descriptions: This unit aims to further develop and extend the technical and interpretive skills of instrumental/vocal performance to a professional level. The specialist teacher will assist students in evaluating their technical, interpretative and improvisation skills. The teacher will guide students in setting goals, strategies, exercises and practice routines. A program of repertoire and technical work will be selected by the lecturer and student that presents technical, improvisational and interpretive challenges. Students are expected to maintain a regular practice schedule and will be required to keep a practice journal.

Credit Points: 12

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

- Consolidate their ability to assess and develop areas of technical weakness on their instrument of study;
- Select and develop repertoire that presents as technically and/or stylistically challenging;
- Develop skills and explore concepts of improvisation;
- Incorporate improvisation skills and concepts in ensemble and solo repertoire;
- Develop original compositions on the instrument of study;
- Develop and maintain a written practice schedule;
- Develop advanced level of interpretive skills and overall musicianship;
- Present works publicly at an advanced level;
- Develop and consolidate reliable technique;
- Prepare recital programs;
- Promote lifelong learning skills such as good practice habits and approaches to problem-solving.

Class Contact: Forty-five minutes of individual instruction for one semester. Note: Group tuition may be used in this unit.

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

Assessment: Other Progressive assessment (attendance, maintenance & submission of practice schedule and practice journal, development of skills) 30% Other Progressive assessment (monitoring of performance and progress) 60%

UMC3021 PERFORMANCE SEMINAR 3.1

Locations: St Albans,

Pre-requisites: UMC2022 - PERFORMANCE SEMINAR 2.2

Descriptions: This unit of study provides a forum for students to perform solo and ensemble repertoire developed in Principal Study and Ensemble classes. The students and lecturer will analyse and critique each performer and the ensemble as a whole. The focus of these critiques will be on performance/musicianship issues and the consolidation of an articulate language for the expression of ideas about music and performance. Discussion will include issues of stagecraft, group interaction, musicianship, presentation, improvisation and technique. Students will further develop their critical language through a written critique.

Credit Points: 6

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

- Consolidate a variety of performance techniques including communication on stage, error correction, cueing, listening and experimenting with ensemble sonic density;
- Learn to lead in the creating and maintaining of a positive performance space such that all members of an ensemble feel as safe as possible to create and perform;
- Increase aural and intellectual awareness of some of the issues and choices concerning the performance, reception and public presentation of music.

Class Contact: One 1.5 hour workshop each week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Other Progressive assessment (of semester performance) 60%

UMC3022 PERFORMANCE SEMINAR 3.2

Locations: St Albans,

Pre-requisites: UMC3021 - PERFORMANCE SEMINAR 3.1

Descriptions: This unit provides a forum for students to perform solo and ensemble repertoire developed in Principal Study and Ensemble classes. The students and lecturer will analyse and critique each performer and the ensemble as a whole. The focus of these critiques will be on performance/musicianship issues and the consolidation of an articulate language for the expression of ideas about music and performance. Discussion will include issues of stagecraft, group interaction, musicianship, presentation, improvisation and technique. Students will further develop their critical language through a written critique.

Credit Points: 6

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

- Mature in experience and confidence with performing solo and/or ensemble repertoire;
- Consolidate a critical language to comment on and analyse aspects of performance;
- Consolidate a communication style that is honest yet supportive and encouraging;
- Consolidate a variety of performance techniques including communication on stage, error correction, cueing, listening and experimenting with ensemble sonic density;
- Learn to lead in the creating and maintaining of a positive performance space such that all members of an ensemble feel as safe as possible to create and perform;
- Increase aural and intellectual awareness of some of the issues and choices concerning the performance, reception and public presentation of music.
UMC3031 MUSIC MATERIALS 3.1

Locations: St Albans,

Pre-requisites: UMC2032 - MUSIC MATERIALS 2.2

Descriptions: This unit of study aims to consolidate students’ understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore jazz as a contemporary art music and its tandem stylistic, harmonic, rhythmic and compositional development from the mid 20th Century to present. Investigations and aims of this unit will include: consolidating an understanding of substitution chords, more complex and developed reharmonisation, voice leading, chromatic and diatonic melodic construction and chord and voicing construction. Students will gain a detailed understanding of chromaticism including examples from Bach, Schoenberg, Hancock and Liebman consolidating the use of pan-tonality, quartal harmony and polytonality in examples of jazz standards (both aural and notated examples will be used). Students will begin to consolidate an understanding of theory in order to explore possibilities for harmonic construction; developing systems for the creation of new sounds - chords on chords, triads on bass notes, and how to organise this information and integrate as a composer/improviser/performer. Ideas of cross-pollination into other artforms including film, theatre, sculpture and painting will be introduced. Students will expand their aural acceptance of dissonance as part of integrating complex harmonic possibilities and colours.

Credit Points: 6

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

• Consolidate understanding of the use of substitution chords and their role in reharmonisation;
• Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
• Understand and integrate more developed voice leading techniques;
• Understand and integrate more developed chromatic and diatonic melodic construction;
• Understand and integrate more developed techniques for constructing chords and voicings;
• Consolidate understanding of chromaticism, its development from Bach to Liebman and the relationship between understanding and aural acceptance;
• Sight read, sing and hear and notate tonal and atonal melodies;
• Consolidate understanding of pan tonality, quartal harmony and polytonality in jazz and classical genres;
• Develop understanding of how to organise systems to integrate contemporary theoretical concepts to a point where they are comfortable at composing and improvising performers;
• Continue expanding aural acceptance of dissonance as a means of integrating complex harmonic possibilities;
• Develop an understanding of serialism;
• Develop an awareness of alternative postmodern compositional techniques, and alternative notation systems, including the development of new instruments to satisfy the demands of new boundaries in compositions;
• Develop an awareness of music as a contemporary and cutting edge artform, its relationship to other contemporary artforms and the dialogue between all the arts in interpreting postmodernity;
• Discuss and utilise specific techniques which may be used in the analysis of contemporary music;
• Identify prominent stylistic features evident in a range of contemporary popular and jazz examples.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Other Aural assessment 1 & 2 (15% each) 30%

UMC3032 MUSIC MATERIALS 3.2

Locations: St Albans,

Pre-requisites: UMC3031 - MUSIC MATERIALS 3.1

Descriptions: This unit of study aims to consolidate students’ understanding of music theory, complementary aural skills and a context for how music develops in styles, sub-styles and genres. Students will continue to explore jazz and classical music as contemporary art music and their tandem stylistic, harmonic, rhythmic and compositional development from early 20th Century to present. Students will also consolidate their understanding of other music systems including serialism and post-modern compositional techniques inclusive of alternative notation systems. The unit also aims to consolidate an understanding of substitution chords, more complex and developed reharmonisation, voice leading, chromatic and diatonic melodic construction and chord and voicing construction. Students will gain a detailed understanding of chromaticism including examples from Bach, Schoenberg, Messiaen, Chopin, Hancock, Black, Jarrett, Evans and Liebman. More complex examples of pan-tonality, quartal harmony and polytonality in jazz standards will be studied (both aural and notated examples will be used). Students will consolidate an understanding of theory in order to explore possibilities for harmonic construction; developing systems for the creation of new sounds - chords on chords, triads on bass notes, and how to organise this information and integrate as a composer/improviser/performer. Ideas of cross-pollination into other artforms including film, theatre, sculpture and painting will be further explored. Students will continue to expand their aural acceptance of dissonance as part of integrating complex harmonic possibilities and colours.

Credit Points: 6

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

• Consolidate understanding of the use of substitution chords and their role in reharmonisation;
• Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
• Understand and integrate more developed voice leading techniques;
• Understand and integrate more developed chromatic and diatonic melodic construction;
• Understand and integrate more developed techniques for constructing chords and voicings;
• Consolidate understanding of the use of substitution chords and their role in reharmonisation;
• Develop reharmonisation skills, looking at existing notated and aural examples of standards, applying techniques to reharmonise standards to achieve a more contemporary sound;
• Understand and integrate more developed voice leading techniques;
• Understand and integrate more developed chromatic and diatonic melodic construction;
• Understand and integrate more developed techniques for constructing chords and voicings;
• Consolidate understanding of chromaticism and its development from Bach to
  Block and the relationship between understanding and aural acceptance;
• Sight read, sing and hear and notate tonal and atonal melodies;
• Consolidate understanding of pantonality, quartal harmony and polytonality in
  jazz and classical genres;
• Re-invent harmonic construction using chords on chords and triads on bass
  notes;
• Develop mature approaches in understanding how to organise systems to
  integrate contemporary theoretical concepts for composition and improvisation;
• Continue expanding aural acceptance of dissonance as a means of integrating
  complex harmonic possibilities;
• Consolidate an understanding of serialism and its application in contemporary
  composition and improvisation;
• Further develop an awareness of alternative postmodern compositional
  techniques that include time stretching, rhythm capsules, alternative notation
  systems and contemporary performance/spontaneous composition techniques;
• Consolidate an awareness of music as a contemporary and cutting edge
  artform, its relationship to other contemporary artforms and the dialogue
  between all the arts in interpreting postmodernity.

Class Contact: Two hours per week for one semester comprising lectures and tutorial.

Required Reading: Altowell, E & Schachter, C 1989, Harmony and voice leading, 2nd
  comprehensive method of jazz education for teacher and student, Alfred, Van Nys,
  California. Born, G & Hesmondhalgh, D (eds) 2000, Western music and its Others:
  difference, representation, and appropriation in music, University of California
  Press, California. Edlund, L 1974, Modus vetus: sight singing and ear training in

Assessment: Creative Works Aural assessment 1 & 2 (15% each) 30%

UMC3051 COMPOSITION 3

Locations: St Albans,
Pre-requisites: UMC2051 - COMPOSITION 2

Descriptions: This unit of study aims to provide students with the opportunity to
  express creative ideas within a musical language and to provide a forum where
  students can develop their creative decision making processes. A broad range of
  compositional techniques will be surveyed. Topics include: advanced techniques and
  approaches to composition in a contemporary context, including tonal, non-tonal,
  microtonal and spectral approaches from western and non-western traditions;
  approaches to structure; acoustic, spatial and electro-acoustic considerations in
  composition; composing for large ensembles; advanced techniques and approaches
  to applied composition in film, dance, theatre or other multimedia applications.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to
  be able to:
  • Select appropriate repertoire as a means of developing the sound, character and
    musical direction of the ensemble;
  • Prepare scores and parts for members of the ensemble to rehearse;
  • Transpose scores and parts to keys that are appropriate for members of the
    ensemble, transcribing music and lyrics from recordings and arranging parts to
    meet the specific instrumentation of the ensemble;
  • Consolidate rehearsal techniques and communication skills within the ensemble;
  • Address and solve problems that may occur in the process of rehearsing;
  • Consolidate techniques and language for critically appraising ensemble
    performance and rehearsal;
  • Consolidate improvisation skills within the ensemble;
  • Consolidate critical listening skills for playing in an ensemble (ie. balance,
    intonation, rhythm, frequency range, dynamics and interpretation);
  • Consolidate individual organisational protocols as is required to attend ensemble
    classes fully prepared to engage in rehearsing;
  • Lead the ensemble and manage its creative development;
  • Consolidate performance preparation skills;
  • Develop musical and stylistic awareness;
  • Develop good teamwork skills;
  • Present works publicly to an advanced standard.

Class Contact: One 1.5hour workshop per week for one semester.
UMC3062 ENSEMBLE 3.2

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

- Select appropriate repertoire as a means of developing the sound, character and musical direction of the ensemble;
- Prepare scores and parts for members of the ensemble to rehearse;
- Transpose scores and parts to keys that are appropriate for members of the ensemble, transcribing music and lyrics from recordings and arranging parts to meet the specific instrumentation of the ensemble;
- Consolidate rehearsal techniques and communication skills within the ensemble;
- Address and solve problems that may occur in the process of rehearsing;
- Consolidate techniques and language for critically appraising ensemble performance and rehearsal;
- Compose at least one musical work for the ensemble;
- Consolidate improvisation skills within the ensemble;
- Consolidate critical listening skills for playing in an ensemble (i.e. balance, intonation, rhythm, frequency range, dynamics and interpretation);
- Consolidate individual organisational protocols as is required to attend ensemble classes fully prepared to engage in rehearsals;
- Lead the ensemble and manage its creative development;
- Consolidate performance preparation skills;
- Consolidate musical and stylistic awareness;
- Develop good teamwork skills;
- Present works publicly to an advanced standard.

Class Contact: One 1.5 hour workshop per week for one semester.

Required Reading: Sher, C 1988, The new real book, Sher Music Company, Petaluma, California. Other material/works to be advised by the lecturer.

Assessment: Essay 1500 words 20%
UMC3090 IMPROVISATION 3

Locations: St Albans,

Pre-requisites: UMC2090 - IMPROVISATION 2

Descriptions: This unit of study aims to consolidate a wide range of improvisational techniques and approaches. These include free improvisation (in both solo and group context), improvisation in harmonic-based art music, transcription and analysis as a means of developing individual improvisational language, concept-based improvisation, investigating the relationship between composition and improvisation and establishing the value of developing a high level of instrumental skill and awareness. The unit also aims to familiarise students with frameworks for approaching improvisation including: voice leading; interpretation of chord progressions; melodic and motivic development in phrasing; use and manipulation of rhythm; dynamics and articulation; pan-tonality; poly-tonality; interfacing aural and intellectual awareness and practice techniques. The unit aims to encourage students to compose works for the specific purpose of creating a vehicle to support their individual improvisational development. These composed pieces should be designed to challenge particular skills that the student is endeavouring to develop.

Credit Points: 6

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

- Improvise in situations that contain western tonal functional harmony including jazz, Latin, straight eighth and 16th feels;
- Compose pieces that challenge specific improvisational techniques and approaches;
- Improvise in a ‘free’ context where the boundaries around tonal and metric centres are relaxed;
- Improvise over one tonal centre where there is a fixed time and tempo;
- Merge styles and pieces of music in a postmodern framework;
- Interpret a chord progression using techniques of pan-tonality, substitution and reharmonisation;
- Manipulate the upper extension colour tones of chords as a means of developing a more advanced command of harmonic language and modern style of expression, as is consistent with contemporary improvised art music;
- Create and execute precise musical statements through use of phrasing, dynamics, rhythmic manipulation and articulation;
- Improvise using both simple and complex rhythmic ideas.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Creative Works Transcriptions 25%
of the project students will receive specific guidance during the project through consultation with the unit coordinator.

Credit Points: 6

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

- Plan and develop a project;
- Demonstrate particular and specialised skills in a variety of areas related to music;
- Work independently;
- Demonstrate negotiation and communication skills in relation to the project;
- Analyse and assess own skills;
- Conduct and complete a negotiated program of work.

Class Contact: One 1.5 hour workshop per week for one semester.

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

Assessment: Project Project proposal 10%

UMC3220 ARRANGING 3

Locations: St Albans,

Pre-requisites: UMC2220 - ARRANGING 2

Descriptions: This unit of study aims to provide an understanding of the craft of writing for small groups in combination with the rhythm section. Focus will be on applying the writing process to solo and background writing for two, three, four and five part combinations. Topics include: study of modern notation; characteristics of instruments and idiomatic writing as part of the arranging process; score analysis; standard and spread voicings, and melodic embellishment; partwriting and use of counterpoint; form; combining of acoustic, electronic and MIDI instruments.

Credit Points: 6

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

- Demonstrate an understanding of the advantages and disadvantages of a variety of recording formats and methods;
- Demonstrate an understanding of recording techniques used to complement and enhance a recorded performance;
- Know how to use psychoacoustic and interpersonal techniques to improve an artist’s performance;
- Know how to resolve conflicts that may arise in high-pressure situations;
- Demonstrate understanding of the roles of the producer, engineer and musical director in the studio and live performance projects;
- Apply critical thinking and problem-solving skills;
- Know current trends in production and distribution of music in the industry.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Students will either: record a piece of music, assuming the role of the Musical Director and Producer in co-ordinating the project from start to finish, or direct and produce an ensemble for a live performance project, such as a recital, concert or independent theatre production. Project Project with logs (up to 10 minutes) 50%

UMT2021 MUSIC THEORY

Locations: St Albans,

Pre-requisites: A recognised State or National Diploma in Technical Production or Music Performance or equivalent.

Descriptions: This unit of study aims to assist music technologists in developing an understanding of the basic language of music, enabling them to communicate effectively with musicians within the context of the audio production environment. The fundamentals of the language of music will be explored in the context of the audio production environment. Topics will include: notation fundamentals, form and style, basic aural and keyboard skills, intonation, instrumentation and basic arranging, rhythmic concepts and terminology, modulation, harmony and chord theory.

Credit Points: 6

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

- Develop an understanding and basic working knowledge of the fundamentals of music theory, notation and terminology;
- Develop a basic facility on the keyboard;
• Prepare basic handwritten lead sheets;
• Demonstrate knowledge of, and language for, communicating ideas relating to musical expression and interpretation.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.

Required Reading: Fitzgerald, J 1999, Popular music theory and musicianship, Hazelmount Publishing, Lismore, NSW.

Assessment: Other Progressive assessment in which students take home exercises from materials studied in class 40%

UMT2323 MULTIMEDIA APPLICATIONS

Locations: St Albans,

Pre-requisites: A recognised State or National Diploma in Music Performance or Technical Production or equivalent

Descriptions: This unit of study is designed to provide students with a theoretical perspective and practical understanding in aspects of multimedia authoring and programming packages used in the production of multimedia and web based products. The unit includes the evaluation and use of a range of multimedia software applications and will explore basic web design, print media, digital visual mediums, DVD and CD-ROMs. Topics include: Compact Disk and DVD standards and specifications; the ‘Coloured Books’; MPEG, AVI, DivX, Windows Media, QuickTime video compression standards; digital video and image capture and transfer; DVD authoring systems; basic HTML and Flash applications; editing audio in digital movies, animations and slide-shows; overview of common multimedia software applications in video, web, animation and 3D design.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate a working knowledge of multimedia applications;
• Demonstrate skills to be able to create an interactive CD-ROM and/or DVD.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Other Concept plan 20%

UMT3011 ADVANCED ACOUSTICAL DESIGN

Locations: St Albans,

Pre-requisites: UMT2100 - ADVANCED PHYSICS AND PSYCHOACOUSTICS

Descriptions: This unit of study aims to equip students with the skills and knowledge to assess and acoustically modify different environments and to plan and design a professional standard recording facility. Topics include: diffusion, diffraction and reflection, specifically related to recording studios and live venues; absorption co-efficients of common studio and venue materials; sound proofing techniques; ceiling designs; floor suspension; acoustic compression; Sabine’s values and their calculations; standing waves and room resonance; bass traps; Helmholtz Resonators; spectral analysis of a listening environment; analysis and review of existing studio designs.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Design a variety of recording and performance environments;
• Assess a variety of acoustic environments and their suitability for specific applications;
• Devise acoustic treatments to rectify problems within performance and recording environments.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Creative Works Application design (500 words plus diagrams) 20%

UMT3031 REMIXING 3.1

Locations: St Albans,

Pre-requisites: UMT2120 - ADVANCED DIGITAL AUDIO THEORY

Descriptions: This unit aims to develop the students’ skills in advanced MIDI and digital production techniques. The unit will include a critical investigation of aesthetic and cultural considerations; issues of interpretation and context, authenticity and individuality. This unit examines current trends in software development, technological changes in hardware and production equipment, and the creative process of interpreting and arranging music for a remix. Topics will include: creating drum and rhythm loops; time compression/expansion; auto-tune features and pitch correction; advanced use of MIDI controllers; mix automation; digital audio file formats and their management; advanced use of filters and DSP effects; software-based plug-ins; advanced synthesis techniques; creative use of sampling; arrangements and structure for a given style/genre. Cultural, aesthetic and ethical issues will be examined in relation to the works of current artists in this field. Content may be updated to reflect rapid changes in this field of music technology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Apply advanced practical skills in MIDI and digital production techniques;
• Demonstrate an advanced understanding of current production techniques in the use of audio equipment and software applications;
• Demonstrate knowledge of current ethical issues in relation to remixing;
• Demonstrate an aesthetic awareness and confidence in the ability to manipulate technology in the expression of creative ideas.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Other Session plan 20%
UMT3032 REMIXING 3.2

Locations: St Albans,

Pre-requisites: UMT3031 - REMIXING 3.1

Descriptions: This unit aims to develop the students’ skills in advanced MIDI and digital production techniques. The unit will include a critical investigation of aesthetic and cultural considerations; issues of interpretation and context, authenticity and individuality. This unit of study examines current trends in software development, technological changes in hardware and production equipment, and the creative process of interpreting and arranging music for a remix. Topics will include: creating drum and rhythm loops; time compression/expansion, auto-tune features and pitch correction; advanced use of MIDI controllers; mix automation; digital audio file formats and their management; advanced use of filters and DSP effects; software-based plug-ins; advanced synthesis techniques; creative use of sampling; arrangements and structure for a given style/genre. Cultural, aesthetic and ethical issues will be examined in relation to the works of current artists in this field.

Content may be updated to reflect rapid changes in this field of music technology.

Credit Points: 12

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

• Apply advanced practical skills in MIDI and digital production techniques;
• Demonstrate advanced understanding of current production techniques in the use of audio equipment and software applications;
• Demonstrate knowledge of current ethical issues in relation to remixing;
• Apply an aesthetic awareness and confidence in the ability to manipulate technology in the expression of creative ideas.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Essay 2000 words 20%
• Synchronise multiple software applications together using sample-accurate formats, eg. "Rewire";
• Design an efficient in-house studio synchronisation system to cater for a variety of recording formats.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Creative Works Studio configuration design 1 20%

UMT3061 INTERNET AND STREAMING AUDIO 3.1

Locations: St Albans,

Pre-requisites: UMT2232 - MULTIMEDIA APPLICATIONS

Descriptions: This unit of study provides students with a practical and theoretical understanding of audio processing techniques for the internet, data compression algorithms for streaming audio files, and streaming protocols. Topics include: digital audio frame rates and bit rates; data compression algorithms — mp3, mp3 LAME, mp3PRO, mp4/AAC, Windows Media, ATRAC, RealAudio, Ogg Vorbis, and newer formats as they potentially develop; speech compression algorithms -Law, A-Law, Speex, MAE, etc.; analysis of the audio quality of various data compression algorithms; hardware and software audio codecs; portable mp3 and AAC recorders/players; internet compatible media playing software — QuickTime, Windows Media, Winamp, Real Player, iTunes, etc.; data storage systems and servers; broadband internet protocols — ISDN, Cable, ADSL, ADSL 2+, T-1; data transfer protocols and audio streaming — HTTP, FTP, RTSP; online radio streaming.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand the application of file types for compressed digital audio;
• Select the correct file types for audio in relation to internet broadcast and distribution;
• Understand the nature of data transfer and storage on the internet;
• Understand data compression types, their underlying theoretical principles and their effect on the sonic quality of recordings;
• Understand the role of the internet in audio industry practices.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Project Project 1: Session plan 1 20%

UMT3100 REALTIME INTERACTIVE PERFORMANCE SYSTEMS

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study aims to acquaint students with the possibilities of realtime interactive systems; integration with multimedia; their effect on the sonic quality of recordings;
• Understand the nature of data transfer and storage on the internet;
• Understand data compression types, their underlying theoretical principles and their effect on the sonic quality of recordings;
• Understand the role of the internet in audio industry practices.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.

Required Reading: Bittner, C 2001, Computer music and interactive systems; the system approach, MIT Press, Cambridge, Massachusetts.

Assessment: Project Session plan 1 20%

UMT3062 INTERNET AND STREAMING AUDIO 3.2

Locations: St Albans,

Pre-requisites: UMT3061 - INTERNET AND STREAMING AUDIO 3.1

Descriptions: This unit of study provides students with a practical and theoretical understanding of audio processing techniques for the internet, data compression algorithms for streaming audio files, and streaming protocols. Topics include: embedded and interactive audio in websites; MIDI applications — Standard MIDI file distribution, embedded MIDI in web sites and animations; general MIDI and GM2 protocol plus Roland GS and Yamaha XG; sound fonts and downloadable sound (DLS) files; wireless audio streaming eg. Bluetooth; local network streaming and file sharing — Ethernet, S/PDIF, etc.; online music sales and distribution; online studio collaboration and session sharing; mp3 file-sharing systems, their legal and ethical issues; online music marketing and promotion; communicating with record labels online, submitting demos and remixes for review; audio industry user groups and discussion forums.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand the application of file types for compressed digital audio;
• Select the correct file types for audio in relation to internet broadcast and distribution;
• Understand the nature of data transfer and storage on the internet;
• Understand data compression types, their underlying theoretical principles and their effect on the sonic quality of recordings;
• Understand the role of the internet in audio industry practices.

Class Contact: Two hours per week for one semester comprising lectures and tutorials.


Assessment: Exercise Written exercises 10%
UMT3110 SOUND DESIGN 3

Locations: St Albans,

Pre-requisites: UMT2110 - SOUND DESIGN 2

Descriptions: This unit of study aims to equip students with the means to create original sound compositions for multimedia applications, with an emphasis on live media that includes theatre, dance and installation. Topics include: principles of spectro-morphology and other analytic approaches to organised sound and sound composition; cultural meanings of sound designs within contemporary performance and installation; advanced techniques for acoustic and electro-acoustic sound composition; application of advanced musical principles in creative sound design; integrating sound composition into multi-modal performance and installation applications; advanced principles of acoustic architecture, including the design of customised surround and other immersive and non-immersive sound environments.

Credit Points: 6

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

- Explore sound design as an integral component of collaborative projects;
- Explore advanced techniques for creating sound score compositions;
- Investigate techniques in the creation of virtual and acoustic spaces;
- Create an original sound composition for a live multimedia application;
- Explore new technologies in the creation of live and pre-recorded sound compositions.

Class Contact: Two hours per week for one semester comprising lectures and tutorials


Assessment: Exercise Written exercises 20%
The Bachelor of Education (Early Childhood/Primary) structure

To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent**. This degree has two distinctive outcomes: that graduates can be registered with the Victorian Institute of Teaching as qualified to teach Victorian Secondary Schools in two curriculum areas; and open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students will be able to teach in Victorian Schools under the Victorian Institute of Teachings permission to teach provision.

The Bachelor of Education (Early Childhood/Primary) would enable students to become skilled educators and provide young children with teaching and learning opportunities that will enhance their whole development.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent**. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band consideration is given to performance in the full range of VCE studies undertaken.

Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure:

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1101</td>
<td>LEARNING IN A CHANGING WORLD</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB1102</td>
<td>INQUIRY FOR UNDERSTANDING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB1181</td>
<td>PLAY DEVELOPMENT AND LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB1171</td>
<td>HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Semester 2</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1282</td>
<td>DEVELOPMENT STUDIES 1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB1261</td>
<td>LANGUAGES AND LITERACY IN EARLY CHILDHOOD</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB1262</td>
<td>MUSIC, MOVEMENT AND DRAMATIC ARTS</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Plus one General Studies Elective

<table>
<thead>
<tr>
<th>Year 2, Semester 1</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB2283</td>
<td>DEVELOPMENT STUDIES 2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB2160</td>
<td>MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB2163</td>
<td>VISUAL AND CREATIVE ARTS</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB2164</td>
<td>HEALTH, PE AND MOTOR DEVELOPMENT</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Semester 2</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB2210</td>
<td>MAKING THE CONDITIONS FOR LEARNING</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB2265</td>
<td>SCIENCE ENVIRONMENT AND SOCIETY</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>AEB2266</td>
<td>PRACTICE AND PARTNERSHIP (ECE 0-2)</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Electives to be advised.

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; and open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students will be able to teach in Victorian Schools under the Victorian Institute of Teachings permission to teach provision.

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

- that the course is designed to open high demand areas of schooling, curriculum field, and geographical area to potential teachers without current university qualifications in a way which does not impose a demand for unpaid study and work. Students in the Bachelor of Education (VET/Secondary Teaching) will be able to teach in Victorian Schools under the Victorian Institute of Teaching’s permission to teach provision.

Course Duration: 4 years
Admission Requirements: The two-year program will be open to candidates possessing:

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

Course Structure: Year 1, Semester 1
Advanced Standing Year 1 - Full Credit
Year 1, Semester 2
Advanced Standing Year 1 - Full Credit
Year 2, Semester 1
Advanced Standing Year 2 - Full Credit
Year 2, Semester 2
Advanced Standing Year 2 - Full Credit
Year 3, Semester 1
AEB2115 LEARNING AND TEACHING 12
TA40104 Cert IV in Training and Assessment
21205VIC Graduate Diploma in Vocational Education and Training
Year 3, Semester 2
AEB3110 RESPONDING TO STUDENT DIVERSITY 12
AEB3150 ENGAGEMENT AND PATHWAYS 12
TA40104 Cert IV in Training and Assessment
21205VIC Graduate Diploma in Vocational Education and Training
Year 4, Semester 1
AEB4110 CHANGE AND SOCIAL JUSTICE 12
AEB3250 PEDAGOGY FOR INCLUSION 12
AEB3210 COLLABORATING FOR ACCESS AND SUCCESS 12
21205VIC Graduate Diploma in Vocational Education and Training
Year 4, Semester 2
AEB4250 PROFESSIONAL ORIENTATION 12
AEB4212 JOINING THE TEACHING PROFESSION 12
AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING) 24
Electives to be advised

GRADUATE DIPLOMA IN EARLY CHILDHOOD EDUCATION

Course Code: AGEE

Campus: St Albans,

Course Objectives: The Graduate Diploma in Early Childhood Education will provide a three-year trained, early childhood teaching graduates with:

- increased career opportunities and professional recognition through an upgraded four-year qualification;
- the ability and commitment to develop their teaching further in their own interests, those of young people and those of the early childhood services and communities in which they teach;
- the opportunity, upon successful completion of the graduate diploma, to enrol in a Master of Education or Master of Teaching degree.

With the objectives of Victoria University, the Graduate Diploma in Early Childhood Education aims to:

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

Career Opportunities: Graduates will be qualified to educate children from birth to age eight. This would enable graduates to seek employment in early childhood services, primary schools and community organisations.

Course Duration: 1 year

Admission Requirements: Prerequisite: Applicants must hold a three-year teaching degree in Early Childhood (or equivalent*)


Standard university admission requirements apply. Selection Mode: Academic record, form, interview. See Extra requirements for specifics.

Course Structure: The Graduate Diploma in Early Childhood is a 96 credit point (eight unit) one-year full-time award which may be studied in part-time mode.

CORE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEE5101</td>
<td>ACTION RESEARCH 1</td>
<td>12</td>
</tr>
<tr>
<td>AEE5102</td>
<td>ACTION RESEARCH 2</td>
<td>12</td>
</tr>
<tr>
<td>AEE5103</td>
<td>CHILD DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>AEE5104</td>
<td>LEARNING, TEACHING AND SOCIAL JUSTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASH5002</td>
<td>INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES</td>
<td>12</td>
</tr>
<tr>
<td>AEE5106</td>
<td>CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS</td>
<td>12</td>
</tr>
<tr>
<td>AEE5107</td>
<td>INDIGENOUS STUDIES</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one elective (12 credit points)

GRADUATE DIPLOMA IN EDUCATIONAL LEARNING AND LEADERSHIP (I)

Course Code: AGEL

Campus: Footscray Park,

Course Objectives: The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.
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.

Career Opportunities: The Graduate Certificate and Graduate Diploma in Educational Learning and Leadership and the Master of Education provide professional development and extension for professionals engaged primarily in education and training. The majority of course participants are employed full time. There is evidence that the course has contributed to career change, opened promotion and business opportunities and has contributed to the enhancement of participants skills and expertise. Graduates have also continued with their study pathways enrolling in the Doctor of Education.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education. To proceed to the Masters level must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education. To proceed to the Masters level students who have completed the Graduate Certificate in Tertiary Education and to undertake a minor thesis, evidence of aptitude for a comprehensive research project is required. Professional experience is an advantage. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

Course Structure: The Graduate Diploma consists of six units of study incorporating two core and four elective units of study (6 x 16 credit points).

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

SEMINER ONE

One core unit of study plus two other units of study selected from the units listed below - 3 x 16 credit points.

SEMINER TWO

One core unit of study plus two other units of study selected from the units listed below - 3 x 16 credit points.

CORE UNITS OF STUDY

AEG1501 CURRICULUM 16
AEG1504 INNOVATION 16
AEG5001 APPROACHES TO LEARNING 16
AEG5002 EDUCATIONAL LEADERSHIP 16

RESEARCH METHODS UNITS OF STUDY

AEG1411 ACTION RESEARCH PROJECT 16
AEG6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE 16
AEG6102 WORKPLACE RESEARCH PROJECT 16

ELECTIVE UNITS OF STUDY

AEG1003 CURRENT ISSUES IN COMMUNITY ARTS 16
AEG1310 PORTFOLIO DEVELOPMENT 16
AEG1501 CURRICULUM 16
AEG1502 EVALUATION 16
AEG1504 INNOVATION 16
AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING 16
AEG5001 APPROACHES TO LEARNING 16
AEG5002 EDUCATIONAL LEADERSHIP 16
AEG5004 EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY 16
AEG5005 MANAGING SITES FOR TEACHING AND LEARNING 16
AEG5006 TRAINING DESIGN AND PRACTICE 16
AEG5007 FACILITATING LEARNING ORGANISATIONS 16
AEG5008 MENTORING AND COACHING IN THE WORKPLACE 16
AEG5009 ASSESSMENT 16
AEG5010 PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY 16
AEG5011 REFORMING PEDAGOGY 16
AEG5012 PROMOTING MATHEMATICS UNDERSTANDING 16
AEG5014 APPROACHES TO CAREER EDUCATION 16
AEG5018 E-LEARNING 16
AEG5019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE 16

MASTER OF EDUCATION (I)

Course Code: AMED

Campus: Footscray Park,

Course Objectives: The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

This course aims to develop within graduates the following attributes:

- advanced knowledge about theories of learning and teaching and the application of these theories in their professional work;
- skills and knowledge to lead educational innovation and professional learning in their workplace;
- a strong theoretical perspective and critical literacy in education for lifelong learning informed by current research;
- an understanding of the contemporary context of education, training and professional leadership;
- an international perspective on education, change and leadership related to their professional field;
• skills to develop and manage learning sites and programs in their professional field;
• creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently;
• a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice;
• a commitment to ethical action and social responsibility as an educator, professional and researcher.

**Course Duration:** 1.5 years

**Admission Requirements:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education, and satisfied the School that they have the aptitude for a comprehensive research project. The latter requirement can be met by extensive experience in the professional fields associated with the specialisations in the course. International students require an IELTS score of 6.5 with a minimum of six (6) in any band.

**Course Structure:** Year 1, Semester 1
One core unit of study  
Two units of study  
Or  
Eight modules of study (Tertiary education)

Exit point: Graduate Certificate - Learning and Leadership
Year 1, Semester 2
One core unit of study  
One elected unit of study  
One other unit of study

Exit point: Graduate Diploma - Learning and Leadership
Year 1, Semester 3
Education Research Design and Methods
And
AEM1659  MINOR THESIS (FULL-TIME)  32
AEM1660  MINOR THESIS (PART-TIME)  16
Or
One research unit of study and one other unit of study  
Or  
Two research units of study  
Or  
Two other units of study

Exit point: Master of Education

**Core Units of Study**
AEG5001  APPROACHES TO LEARNING  16
AEG1501  CURRICULUM  16
AEG1504  INNOVATION  16
AEG5002  EDUCATIONAL LEADERSHIP  16

**Research Methods Units of Study**
AEM6100  EDUCATION RESEARCH DESIGN AND METHODS  16
AEM6101  THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE  16
AEG1411  ACTION RESEARCH PROJECT  16
AEM6102  WORKPLACE RESEARCH PROJECT  16
AEM1659  MINOR THESIS (FULL-TIME)  32
AEM1660  MINOR THESIS (PART-TIME)  16
AEM6101  THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE  16

**Research Units of Study**
AEG5001  APPROACHES TO LEARNING  16
AEG1501  CURRICULUM  16
AEG1504  INNOVATION  16
AEG5002  EDUCATIONAL LEADERSHIP  16
AEG1502  EVALUATION  16
AEG1003  CURRENT ISSUES IN COMMUNITY ARTS  16
AEG5005  MANAGING SITES FOR TEACHING AND LEARNING  16
AEG2417  YOUNG PEOPLE AND SOCIAL POLICY  16
AEG2418  PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT  16
AEG5006  TRAINING DESIGN AND PRACTICE  16
AEG5004  EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY  16
AEG5007  FACILITATING LEARNING ORGANISATIONS  16
AEG5008  MENTORING AND COACHING IN THE WORKPLACE  16
AEG5009  ASSESSMENT  16
AEG5010  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY  16
AEG5019  VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE  16
AEG1310  PORTFOLIO DEVELOPMENT  16
AEG5011  REFORMING PEDAGOGY  16
AEG5012  PROMOTING MATHEMATICS UNDERSTANDING  16
AEG5008  MENTORING AND COACHING IN THE WORKPLACE  16
AEG1303  RECENT DEVELOPMENTS IN CURRICULUM  16
AEG5014  APPROACHES TO CAREER EDUCATION  16
AEG4217  INTRODUCTION TO INTERACTIVE MULTIMEDIA  16
AEG4219  CD AND DVD-ROM COURSEWARE PRODUCTION  16
AEG5018  E-LEARNING  16
AEG4222  INTERACTIVE WEB DESIGN AND PUBLISHING  16
AET4109  LEARNING MATTERS  12
AET4101  NEGOTIATING LEARNING  6
AET4102  LEARNING AND DIVERSITY  6
AET4103  STUDENT ASSESSMENT  6
AET4104  DESIGNING FOR LEARNING  6
AET4105  MANAGING LEARNING  6
AET4106  IMPROVING PRACTICE  6
AET4107  TEACHING PORTFOLIO  6
MASTER OF TEACHING (SECONDARY) (I)
Course Code: AMET

Campus: Footscray Park, St Albans,

Course Objectives: This course aims to prepare teachers to be critically informed recipients of new professional knowledge and developing pedagogies for advancing workplace learning. It is designed to attract both international and local students into the teaching profession, and to respond to the critical teacher shortage rate across Australia. With a strong focus on the teaching of various disciplines including Mathematics and Science, this course will maximise opportunity for graduates to become employable on completion of the course. The Master of Teaching (Secondary) course has two components: core and elective units of study. The core of the course is the existing one-year Graduate Diploma in Secondary Education. The elective units will be drawn from graduate units in the School of Education and if appropriate from other graduate courses across the university.

The course will enable prospective students to:

- Graduate with a depth of knowledge and understanding of teaching and learning processes and systems to a level which allows them to have informed influences in educational environments;
- Satisfy Victorian Institute of Teaching registration requirements in that they will undertake the requisite number of supervised teaching days as well as complete method studies appropriate to their degrees. Meeting these requirements will enable prospective students to achieve the standards of professional practice required for full registration;
- Experience at their partnership schools, learning in the workplace which involves both engaging fully with their own teaching practices as well as engaging in the wider school community where a complex number of stakeholders coexist;
- Develop knowledge about and experience in educational research linked to their practice;
- Engage with research-based teaching and apply theoretical models to their practice;
- Take leadership in the intellectual, professional and social climate of schools and other formal and informal teaching and learning institutions;
- Fully engage in a program that expresses explicit social justice commitments in education by ensuring that graduates are able to adopt pedagogical approaches and curriculum settings that include all students in learning;
- Share their culturally and linguistically diverse backgrounds and enrich their learning experiences as well as their students;
- Be eligible for professional teacher registration in Victorian schools by undertaking two years of study in Australia, an important consideration for international students.
- Meet the needs of secondary schools by offering students teaching qualifications in discipline areas that are currently in demand including Mathematics and Science education.

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

Course Duration: 2 years

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

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

Applicants with an IELTS (Academic Module) of 6.5 are eligible to apply with the intention of reaching an overall score of 7.0 (no band less than 6.0) at the completion of their degree. *If a student applies for the course and does not require an IELTS score then they would normally start the course in semester one and their course would comprise of eight core units relating to secondary teaching (96 credit points) and eight approved electives (96 credit points).

If a student applies for the course with an IELTS score of 6.5 or greater then they would normally start the course in semester two with the same course structure as above* except that four of the approved electives (48 credit points) will be replaced by specified English Communication units (48 credits points) and these units will be studied at the beginning of the course.

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

Semester One
- AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
- AEG1653 APPROACHES TO TEACHING AND LEARNING 1 12
- Plus First Discipline Study - Unit 1
- Plus Second Discipline Study - Unit 1
- Semester Two
- AEG1651 NEW LEARNING 12
- AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12
- Plus First Discipline Study - Unit 2
- Plus Second Discipline Study - Unit 2
- Exit point - HGES Graduate Diploma in Secondary Education

Semester Three
- Approved Elective Study 1
- Approved Elective Study 2
- Approved Elective Study 3
- Approved Elective Study 4
- Semester Four
- Approved Elective Study 5
- Approved Elective Study 6
- Approved Elective Study 7
- Approved Elective Study 8

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

Semester One
- AEC5001 PROFESSIONAL ENGLISH FOR NON-NATIVE SPEAKERS OF ENGLISH 12
- ACG5002 INTERACTING IN THE PROFESSIONAL WORKPLACE 12
- ACG5003 PROFESSIONAL PRACTICE IN THE WORKPLACE 24
- Semester Two
- AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
- AEG1653 APPROACHES TO TEACHING AND LEARNING 1 12
- Plus First Discipline Study - Unit 1
- Plus Second Discipline Study - Unit 1
Semester Three

AEG1651 NEW LEARNING 12
AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12

Plus First Discipline Study - Unit 2
Plus Second Discipline Study - Unit 2
Exit point - HGES Graduate Diploma in Secondary Education

Semester Four

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

DOCTOR OF PHILOSOPHY (I)

Course Code: APED
Campus: Footscray Park, St Albans,

Course Objectives: The PhD in the School of Education is offered across a range of teaching learning contexts. The School is committed to research addressing teaching, learning and evaluation in education and training; family and school relationships on learning; social basis of schooling; school change and reform and practitioner research/action research.

The School of Education offers PhD research supervision in the following areas:

- teaching, learning and evaluation in education and training;
- effect of family and school relationships on learning;
- social basis of schooling;
- school change and reform;
- practitioner research/action research;
- young people at risk;
- language and literacy;
- school-based curriculum development;
- school, family and community links;
- early childhood education;
- inter-professional collaboration;
- recruitment, selection and appraisal in education and training;
- student learning in higher education;
- multimedia, online learning and computer-enhanced learning;
- vocational education and training;
- equity and inclusive teaching;
- teacher development;
- assessment;
- numeracy and mathematics education;
- science education;
- learning in the workplace;
- adult and community education;
- recognition of prior learning;
- outdoor education;
- arts education;
- experiential learning.

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

Career Opportunities: The PhD in Education will position the graduate to work in education, training or academia.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course applicants must have:

- a Master of Education degree by research; or
- a Master of Education by coursework with a minor thesis completed to a high standard; or an equivalent qualification with demonstrated achievement in research.

Students with a Masters degree but without a recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

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

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

GRADUATE CERTIFICATE IN EDUCATIONAL LEARNING AND LEADERSHIP (I)

Course Code: ATEL
Campus: Footscray Park,

Course Objectives: The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

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.
Career Opportunities: The Graduate Certificate and Graduate Diploma in Educational Learning and Leadership and the Master of Education provide professional development and extension for professionals engaged primarily in education and training. The majority of course participants are employed full time. There is evidence that the course has contributed to career change, opened promotion and business opportunities and has contributed to the enhancement of participants skills and expertise. Graduates have also continued with their study pathways enrolling in the Doctor of Education.

Course Duration: 0.5 years

Admission Requirements: To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the School of Education. To proceed to the Masters level and to undertake a minor thesis, evidence of aptitude for a comprehensive research project is required. Professional experience is an advantage. International students required an IELTS score of 6.5 with a minimum of six (6) in any band.

Course Structure: The Graduate Certificate consists of ONE CORE UNIT OF STUDY plus TWO OTHER UNITS OF STUDY SELECTED FROM THE LISTS BELOW - 3 x 16 credit points

CORE UNITS OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG5001</td>
<td>APPROACHES TO LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
</tr>
<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>16</td>
</tr>
</tbody>
</table>

RESEARCH METHODS UNITS OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEM6100</td>
<td>EDUCATION RESEARCH DESIGN AND METHODS</td>
<td>16</td>
</tr>
</tbody>
</table>

RESEARCH UNITS OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG1411</td>
<td>ACTION RESEARCH PROJECT</td>
<td>16</td>
</tr>
<tr>
<td>AEM6101</td>
<td>THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE</td>
<td>16</td>
</tr>
<tr>
<td>AEM6102</td>
<td>WORKPLACE RESEARCH PROJECT</td>
<td>16</td>
</tr>
</tbody>
</table>

ELECTIVE UNITS OF STUDY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG1003</td>
<td>CURRENT ISSUES IN COMMUNITY ARTS</td>
<td>16</td>
</tr>
<tr>
<td>AEG1310</td>
<td>PORTFOLIO DEVELOPMENT</td>
<td>16</td>
</tr>
<tr>
<td>AEG1501</td>
<td>CURRICULUM</td>
<td>16</td>
</tr>
<tr>
<td>AEG1502</td>
<td>EVALUATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG1504</td>
<td>INNOVATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG4222</td>
<td>INTERACTIVE WEB DESIGN AND PUBLISHING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5001</td>
<td>APPROACHES TO LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5002</td>
<td>EDUCATIONAL LEADERSHIP</td>
<td>16</td>
</tr>
<tr>
<td>AEG5004</td>
<td>EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY</td>
<td>16</td>
</tr>
<tr>
<td>AEG5005</td>
<td>MANAGING SITES FOR TEACHING AND LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5006</td>
<td>TRAINING DESIGN AND PRACTICE</td>
<td>16</td>
</tr>
<tr>
<td>AEG5007</td>
<td>FACILITATING LEARNING ORGANISATIONS</td>
<td>16</td>
</tr>
<tr>
<td>AEG5008</td>
<td>MENTORING AND COACHING IN THE WORKPLACE</td>
<td>16</td>
</tr>
<tr>
<td>AEG5009</td>
<td>ASSESSMENT</td>
<td>16</td>
</tr>
<tr>
<td>AEG5010</td>
<td>PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY</td>
<td>16</td>
</tr>
<tr>
<td>AEG5011</td>
<td>REFORMING PEDAGOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG5012</td>
<td>PROMOTING MATHEMATICS UNDERSTANDING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5014</td>
<td>APPROACHES TO CAREER EDUCATION</td>
<td>16</td>
</tr>
<tr>
<td>AEG5018</td>
<td>E-LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>AEG5019</td>
<td>VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE</td>
<td>16</td>
</tr>
</tbody>
</table>

BACHELOR OF ARTS - EARLY CHILDHOOD EDUCATION

Course Code: HBEC

Campus: Melton,

Course Objectives: (For continuing students only)

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

The aims of the course are to:

- plan and implement a range of developmentally appropriate inclusive programs for young children - birth through to six years old;
- teach and administer within a range of early childhood settings eg. centre-based, home-based, pre-school and kindergarten settings;
- reflect on, critically analyse and solve problems in professional practice;
- be ‘reflective practitioners’ equipped with critical awareness, teaching competencies and knowledge to teach young children in a range of early childhood settings;
- provide educational leadership for a range of staff within a multidisciplinary early childhood program;
- continue the personal education of students with particular concern for the development of knowledge, competencies and understandings appropriate for teaching in a diverse range of early childhood settings;
- develop students’ knowledge of a range of approaches to the education of young children, enabling the development of personal teaching practices which are culturally relevant;
- develop students’ ability to work effectively with parents and the community, including the articulation of their professional practice; and
- demonstrate commitment to explicit social goals for education, which also include economic and cultural goals.

Course Duration: To be advised.

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

Applicants may be required to attend a selection interview.

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

Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEB1610</td>
<td>GENERAL STUDIES: CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>AEB1620</td>
<td>GENERAL STUDIES: DEVELOPMENTAL STUDIES 1 (INFANT/TODDLER)</td>
<td>12</td>
</tr>
<tr>
<td>AEB2010</td>
<td>MATHEMATICS AND NUMERACY EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>AEB1020</td>
<td>LANGUAGE, EDUCATION AND CULTURE</td>
<td>12</td>
</tr>
</tbody>
</table>
BACHELOR OF EDUCATION (I)

Course Code: HBED

Campus: Footscray Park, St Albans,

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

The aims of the course are to:

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

Course Duration: 4 years

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

Applicants without satisfactory VCE mathematics study will be required to demonstrate competence in mathematics, and may be required to complete additional mathematics study.

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

Articulation Pathways

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

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

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

Year 1

Semester 1
- AEB1101 LEARNING IN A CHANGING WORLD 12
- AEB1102 INQUIRY FOR UNDERSTANDING 12

Elective General Studies Unit 1

Elective General Studies Unit 2

Year 2

Semester 1
- AEB2110 TEACHERS KNOWING CHILDREN 12
- AEB2150 REASONING FOR PROBLEM SOLVING 12

Elective General Studies Unit 5

Elective General Studies Unit 6

Semester 2
- AEB2210 MAKING THE CONDITIONS FOR LEARNING 12
- Curriculum Option 1 (see below)

Elective General Studies Unit 7

Elective General Studies Unit 8

Year 3

Semester 1
- AEB3110 RESPONDING TO STUDENT DIVERSITY 12
- AEB3150 ENGAGEMENT AND PATHWAYS 12

Elective General Studies Unit 9

Elective General Studies Unit 10

Semester 2
- AEB3210 COLLABORATING FOR ACCESS AND SUCCESS 12
- AEB3250 PEDAGOGY FOR INCLUSION 12

Elective General Studies Unit 11

Elective General Studies Unit 12

Year 4

Semester 1
- AEB4110 CHANGE AND SOCIAL JUSTICE 12
- AEB4150 CURRICULUM AND INNOVATION 12

Curriculum Option 2 (see below)

Curriculum Option 3
The BA Kyinandoo is primarily directed at Indigenous Australians, but also has appeal to non-Indigenous students with an interest in working with and for Indigenous people. The course aims to provide students with an understanding of the historical, spiritual, social, economic, and political contexts of Indigenous Australia through a program that is inclusive of and responsive to Indigenous Australians, their communities, and their ways of knowing. This course will enable students to work in leadership positions in Indigenous communities, businesses, advisory positions, government and so on. The content and modes of delivery in the course will encompass, reflect, and critique Indigenous knowledges and ways of learning; the course will be delivered by Indigenous Australian staff, or staff with significant experience in working with Indigenous Australians.

The objectives of the Kyinandoo course are to provide:

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

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

Course Duration: 3 years

Admission Requirements: To qualify for admission to the program applicants must have completed VCE or equivalent with Units 3 and 4 — a study score of at least 20 in English (any). Special arrangements can be made for mature-age applicants.

Course Structure: Students must complete fourteen core units and ten approved electives.

For the electives students may choose to complete an Arts specialisation, or do a selection of units from a range of study areas.

**CORE UNITS OF STUDY**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEK1101</td>
<td>INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS</td>
<td>12</td>
</tr>
<tr>
<td>AEK1102</td>
<td>GLOBAL INDIGENOUS CULTURES</td>
<td>12</td>
</tr>
<tr>
<td>AEK1103</td>
<td>INDIGENOUS CAREERS DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>AEK1104</td>
<td>MANAGING LEARNING AND INQUIRY</td>
<td>12</td>
</tr>
<tr>
<td>AEK1201</td>
<td>INDIGENOUS AUSTRALIAN KNOWING</td>
<td>12</td>
</tr>
<tr>
<td>AEK1202</td>
<td>GLOBAL INDIGENOUS COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK2101</td>
<td>WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK2102</td>
<td>ORAL TRADITIONS IN INDIGENOUS COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK2201</td>
<td>LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK2202</td>
<td>GLOBAL INDIGENOUS ISSUES</td>
<td>12</td>
</tr>
<tr>
<td>AEK3101</td>
<td>KNOWING INDIGENOUS AUSTRALIAN COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK3102</td>
<td>INDIGENOUS LITERACIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK3201</td>
<td>LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>AEK33202</td>
<td>GLOBAL INDIGENOUS LEADERSHIP</td>
<td>12</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS OF STUDY**

Ten approved electives

**BACHELOR OF ARTS - YOUTH STUDIES (I)**

**Course Code:** HBYS

**Campus:** Footscray Park,

**Course Objectives:** This degree trains students to be youth workers who have an understanding of quality service delivery and the latest developments in youth work. Students' research and computer skills are also developed. Core studies include action research, and youth policy and practice.

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.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course applicants must have completed year 12 or equivalent.

**Course Structure:**

Semesters 1 to 4

- CHCAD2B  A SUPPORT FOR THE INTERESTS, RIGHTS AND NEEDS OF CLIENTS WITHIN DUTY OF CARE REQUIREMENTS 0
- CHCCS3C  CO-ORDINATE THE PROVISION OF SERVICES AND PROGRAMS 0
- CHCNET4B  WORK WITH OTHER SERVICES 0
- CHCCOM4A  DEVELOP, IMPLEMENT AND PROMOTE EFFECTIVE COMMUNICATIONS TECHNIQUES 0
- CHCYTH5C  SUPPORT YOUTH PROGRAMS 0
- CHCYTH6C  PROVIDE APPROPRIATE SERVICES FOR YOUNG PEOPLE 0
- CHCYTH8B  MANAGE SERVICE RESPONSE TO YOUNG PEOPLE IN CRISIS 0
- CHCSS402A  RESPOND HOLISTICALLY TO CLIENT ISSUES 0

**Elective Units of Study**

At least 2 units from the following:

- CHCCM2B  ESTABLISH AND MONITOR A CASE PLAN 0
- CHCCM3B  DEVELOP, FACILITATE AND MONITOR ALL ASPECTS OF CASE MANAGEMENT 0
- CHCMH1B  ORIENTATION TO MENTAL HEALTH WORK 0
- CHCRF2A  PROVIDE INTERVENTION SUPPORT TO CHILDREN AND FAMILIES 0
- CHCYTH9C  DEVELOP AND IMPLEMENT PROCEDURES TO ENABLE YOUNG PEOPLE TO ADDRESS THEIR NEEDS 0
- CHCNET3B  DEVELOP NEW NETWORKS 0
- CHCA008C  ASSESS THE NEEDS OF CLIENTS WHO HAVE ALCOHOL AND/OR OTHER DRUGS ISSUES 0
- CHCCW14A  DESIGN AND SUPERVISE FAMILY INTERVENTION STRATEGIES 0
- CHCDFV5B  COUNSEL CLIENTS AFFECTED BY DOMESTIC AND FAMILY VIOLENCE 0
- CHCPOL4A  DEVELOP AND IMPLEMENT POLICY 0
- CHCYTH10A  WORK EFFECTIVELY WITH THE FAMILIES OF YOUNG PEOPLE 0
- CHCCS405A  WORK EFFECTIVELY WITH CULTURALLY DIVERSE CLIENTS AND CO-WORKERS 0
- CHCSS501A  ASSESS AND RESPOND TO INDIVIDUALS AT RISK OF SELF-HARM OR SUICIDE 0
- CHCORG625B  RECRUIT AND CO-ORDINATE VOLUNTEERS 0
- CHCORG627A  PROVIDE MENTORING SUPPORT TO COLLEAGUES 0
- SRXTEM003A  WORK AUTONOMOUSLY 0

Semester 5

- AEB0060  INTERPROFESSIONAL COLLABORATION 12
- AEB0063  POLICY AND CIVICS EDUCATION 12
- AEB4174  ACTION RESEARCH 1 12
- AEB4284  REFLECTIVE PRACTICE SEMINAR 12

Semester 6

- AEB0064  SOCIAL INQUIRY THEORY AND RESEARCH 12
- AEB274  ACTION RESEARCH 2 12
- AEB4282  YOUTH POLICY AND PRACTICE 2 12

Plus One Elective

Semester 7 - Winter

- AEB4283  PROFESSIONAL PRACTICE 48

The choice of electives will be individually tailored to students and can be chosen from other courses within the Faculty. Please refer all inquiries to the Course Co-ordinator. Approval must be given by the Course Co-ordinator.

**GRADUATE DIPLOMA IN SECONDARY EDUCATION (I)**

**Course Code:** HGES

**Campus:** Footscray Park, St Albans,

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

**Course Duration:** 1 year

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

Students should note that they will be 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
AEG1653 APPROACHES TO TEACHING AND LEARNING 1 12
(incorporating 20 days of supervised teaching practice and 10 days Project Partnership)

First Discipline Study - Unit 1
Second Discipline Study - Unit 2

Year 1, Semester 2

AEG1651 NEW LEARNING 12
AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12
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
First Discipline Study - Unit 1

Year 1, Semester 2

AEG1654 APPROACHES TO TEACHING AND LEARNING 2 12
First Discipline Study - Unit 1

Year 2, Semester 1

AEG1652 SOCIAL CONTEXT OF TEACHING AND LEARNING 12
Second Discipline Study - Unit 1

Year 2, Semester 2

AEG1651 NEW LEARNING 12
Second Discipline Study - Unit 2

Discipline Study

For full-time students, choose two of the following:
Discipline Study sequences per year (A total of 24 credit points for each Discipline Study per semester).

For part-time students, select one Discipline Study sequence per year eg. AEG1669 Teaching Computing 1 & AEG1671 Teaching Computing 2.

AEG1669 TEACHING COMPUTING 1 12
AEG1671 TEACHING COMPUTING 2 12
AEG1672 TEACHING ENGLISH 1 12
AEG1673 TEACHING ENGLISH 2 12
AEG1674 TEACHING ENGLISH AS A SECOND LANGUAGE 1 12
AEG1675 TEACHING ENGLISH AS A SECOND LANGUAGE 2 12
AEG1676 TEACHING LANGUAGES OTHER THAN ENGLISH 1 12
AEG1677 TEACHING LANGUAGES OTHER THAN ENGLISH 2 12
AEG1678 TEACHING MATHEMATICS 1 12
AEG1679 TEACHING MATHEMATICS 2 12
AEG1680 TEACHING PHYSICAL EDUCATION 1 12
AEG1681 TEACHING PHYSICAL EDUCATION 2 12
AEG1682 TEACHING SCIENCE 1 12
AEG1683 TEACHING SCIENCE 2 12
AEG5105 TEACHING HUMANITIES 1 12
AEG5106 TEACHING HUMANITIES 2 12
AEG1686 TEACHING TECHNOLOGY 1 12
AEG1687 TEACHING TECHNOLOGY 2 12
AEG1688 EXTENDED DISCIPLINE STUDY 1 12
AEG1689 EXTENDED DISCIPLINE STUDY 2 12
AEG1690 TEACHING VOCATIONAL EDUCATION AND TRAINING 1 12
AEG1691 TEACHING VOCATIONAL EDUCATION AND TRAINING 2 12
AEG1692 TEACHING MUSIC 1 12
AEG1693 TEACHING MUSIC 2 12
AEG1694 TEACHING STUDENT WELFARE 1 12
AEG1695 TEACHING STUDENT WELFARE 2 12
AEG1660 TEACHING CREATIVITY AND THE ARTS 1 12
AEG1661 TEACHING CREATIVITY AND THE ARTS 2 12
AEG1662 TEACHING BUSINESS 1 12
AEG1663 TEACHING BUSINESS 2 12
AEG1664 TEACHING PSYCHOLOGY 1 12
AEG1665 TEACHING PSYCHOLOGY 2 12
AEG1666 TEACHING OUTDOOR EDUCATION 1 12
AEG1667 TEACHING OUTDOOR EDUCATION 2 12

GRADUATE DIPLOMA IN TESOL AND LITERACY

Course Code: HGTL

Campus: Footscray Park,

Course Objectives: (For continuing students only)

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.

Career Opportunities: Specialist teacher.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the Graduate Diploma, applicants must either be a qualified teacher with a recognised degree or hold a diploma of at least three years' duration with at least one year of teaching experience post-degree/diploma, or an approved equivalent.
The Graduate Diploma in TESOL offers qualified teachers the opportunity to become effective teachers of English to Speakers of Other Languages and provides them with the skills required to be employed in a range of TESOL contexts. The Graduate Diploma in TESOL program meets the Victorian Institute of Teaching “Specialist Area Guidelines for TESOL.”

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

Career Opportunities: Most graduates of the Graduate Certificate in TESOL, Graduate Diploma in TESOL and Master of TESOL courses find employment in primary, secondary, adult sector or ELICOS educational institutions. These graduates teach or manage English as a Second Language (ESL) programs for newly arrived or longer term migrants or international students from culturally and linguistically diverse backgrounds.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the Graduate Certificate in TESOL and Graduate Diploma in TESOL applicants must have completed at least four years of recognising Australian teaching qualification of at least four years in duration or equivalent. An applicant with a recognised Australian degree at least three years duration or equivalent may apply for these courses based on their commitment to work in TESOL programs for which a general teaching qualification is not required. In such cases, the courses may provide a recognised TESOL qualification but will not qualify graduates to teach in most Australian schools and many adult education programs in Australia.

Course Structure: NOTE: This course is part of a postgraduate program which also includes: HTTL Graduate Certificate in TESOL and HMED Master of TESOL.

The Graduate Diploma in TESOL comprises six units of study. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, sociolinguistics and the institutional contexts of English language teaching.

Course Structure:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA5001</td>
<td>FOUNDATIONS OF LANGUAGE</td>
<td>16</td>
</tr>
<tr>
<td>AEG2204</td>
<td>LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2205</td>
<td>ADVANCED LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2200</td>
<td>TESOL METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2211</td>
<td>TECHNIQUES IN TESOL</td>
<td>16</td>
</tr>
</tbody>
</table>

Plus one of the following units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEG2202</td>
<td>PROFESSIONAL PRACTICE: TESOL</td>
<td>16</td>
</tr>
<tr>
<td>AEG2210</td>
<td>PROFESSIONAL PRACTICE: LITERACY</td>
<td>16</td>
</tr>
</tbody>
</table>

Or one approved elective from AMED Master of Education.

Assessment tasks for the elective must be based on TESOL and/or literacy field.

GRADUATE DIPLOMA IN TESOL (I)
Course Code: HGTT

Campus: Footscray Park,

Course Objectives: The Graduate Diploma in TESOL offers qualified teachers the opportunity to become effective teachers of English to Speakers of Other Languages and provides them with the skills required to be employed in a range of TESOL contexts. The Graduate Diploma in TESOL program meets the Victorian Institute of Teaching “Specialist Area Guidelines for TESOL.”

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

Career Opportunities: Most graduates of the Graduate Certificate in TESOL, Graduate Diploma in TESOL and Master of TESOL courses find employment in primary, secondary, adult sector or ELICOS educational institutions. These graduates teach or manage English as a Second Language (ESL) programs for newly arrived or longer term migrants or international students from culturally and linguistically diverse backgrounds.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the Graduate Certificate in TESOL and Graduate Diploma in TESOL applicants must have a recognised Australian teaching qualification of at least four years; duration or equivalent. An applicant with a recognised Australian degree of at least three years’ duration or equivalent may apply for these courses based on their commitment to work in TESOL programs for which a general teaching qualification is not required. In such cases, the courses may provide a recognised TESOL qualification but will not qualify graduates to teach in most Australian schools and many adult education programs in Australia.

Course Structure: NOTE: This course is part of a postgraduate program which also includes: HTTL Graduate Certificate in TESOL and HMED Master of TESOL.

The Graduate Diploma in TESOL comprises six units of study. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, sociolinguistics and the institutional contexts of English language teaching.

Course Structure:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA5001</td>
<td>FOUNDATIONS OF LANGUAGE</td>
<td>16</td>
</tr>
<tr>
<td>AEG2200</td>
<td>TESOL METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2211</td>
<td>TECHNIQUES IN TESOL</td>
<td>16</td>
</tr>
<tr>
<td>AEG2202</td>
<td>PROFESSIONAL PRACTICE: TESOL</td>
<td>16</td>
</tr>
<tr>
<td>AEG2204</td>
<td>LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>ACA5020</td>
<td>COMMUNICATION, CULTURE AND DIVERSITY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2205</td>
<td>ADVANCED LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2200</td>
<td>TESOL METHODOLOGY</td>
<td>16</td>
</tr>
</tbody>
</table>

Note: This course is part of a postgraduate program which also includes: HTTL Graduate Certificate in TESOL and HMED Master of TESOL.

The Graduate Diploma in TESOL comprises six units of study. These units of study are related to TESOL methodology, the nature of the English language, second language acquisition, sociolinguistics and the institutional contexts of English language teaching.

Course Structure:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA5001</td>
<td>FOUNDATIONS OF LANGUAGE</td>
<td>16</td>
</tr>
<tr>
<td>AEG2200</td>
<td>TESOL METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2211</td>
<td>TECHNIQUES IN TESOL</td>
<td>16</td>
</tr>
<tr>
<td>AEG2202</td>
<td>PROFESSIONAL PRACTICE: TESOL</td>
<td>16</td>
</tr>
<tr>
<td>AEG2204</td>
<td>LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>ACA5020</td>
<td>COMMUNICATION, CULTURE AND DIVERSITY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2205</td>
<td>ADVANCED LITERACY METHODOLOGY</td>
<td>16</td>
</tr>
<tr>
<td>AEG2200</td>
<td>TESOL METHODOLOGY</td>
<td>16</td>
</tr>
</tbody>
</table>

M A S T E R O F E D U C A T I O N (SPECIALISATION)
Course Code: HAMED

Campus: Footscray Park,

Course Objectives: (For continuing students only)

This course aims to develop within graduates the following attributes:
- advanced knowledge about theories of learning and teaching and the application of these theories in their professional work;
- skills and knowledge to lead educational innovation and professional learning in their workplace;
- a strong theoretical perspective and critical literacy in education for lifelong learning informed by current research;
- an understanding of the contemporary context of education, training and professional leadership;
- an international perspective on education, change and leadership related to their professional field;
- skills to develop and manage learning sites and programs in their professional field;
- creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently;
- a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice;
- a commitment to ethical action and social responsibility as an educator, professional and researcher.

Course Duration: 1.5 years

Admission Requirements: To qualify for admission to the course, applicants must have a university degree completed at a meritiorious level, or an equivalent qualification as approved by the School of Education, and satisfied the School that they have the aptitude for a comprehensive research project. The latter requirement can be met by extensive experience in the professional fields associated with the specialisations in the course. International students require an IELTS score of seven (7) with a minimum of six (6) in any band.

Course Structure: Year 2

Continuing students only

Semester 3

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS 16

And

AEM1659 MINOR THESIS (FULL-TIME) 32

AEM1660 MINOR THESIS (PART-TIME) 16

Or

One research unit of study and one other unit of study

Or

Two research units of study

Or
Two other units of study

Exit point: Master of Education (specialisation)

Core Units Of Study

AEG1501  CURRICULUM
AEG1504  INNOVATION
AEG5001  APPROACHES TO LEARNING
AEG5002  EDUCATIONAL LEADERSHIP

Research Units Of Study

AEG1411  ACTION RESEARCH PROJECT
AEM6101  THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE
AEM6102  WORKPLACE RESEARCH PROJECT
AEM1659  MINOR THESIS (FULL-TIME)
AEM1660  MINOR THESIS (PART-TIME)

Specialisation Units Of Study

Experiential Learning

AEG1003  CURRENT ISSUES IN COMMUNITY ARTS
AEG1501  CURRICULUM
AEG1502  EVALUATION
AEG1504  INNOVATION
AEG2417  YOUNG PEOPLE AND SOCIAL POLICY
AEG2418  PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT
AEG5001  APPROACHES TO LEARNING
AEG5004  EXPERIENTIAL LEARNING OUTDOORS: PROGRAMMING THE JOURNEY
AEG5005  MANAGING SITES FOR TEACHING AND LEARNING
AEG5006  FACILITATING LEARNING ORGANISATIONS
AEG5008  MENTORING AND COACHING IN THE WORKPLACE
AEG5009  ASSESSMENT
AEG5010  PROFESSIONAL PRACTICE IN EDUCATIONAL CONSULTANCY

Educational Leadership

AEG1502  EVALUATION
AEG1504  INNOVATION
AEG5002  EDUCATIONAL LEADERSHIP
AEG5007  FACILITATING LEARNING ORGANISATIONS
AEG5008  MENTORING AND COACHING IN THE WORKPLACE

Professional Development

AEG1303  RECENT DEVELOPMENTS IN CURRICULUM
AEG1310  PORTFOLIO DEVELOPMENT
AEG1504  INNOVATION
AEG5008  MENTORING AND COACHING IN THE WORKPLACE
AEG5011  REFORMING PEDAGOGY
AEG5012  PROMOTING MATHEMATICS UNDERSTANDING
AEG5014  APPROACHES TO CAREER EDUCATION

Digital Technologies and Education

AEG4217  INTRODUCTION TO INTERACTIVE MULTIMEDIA
AEG4219  CD AND DVD-ROM COURSEWARE PRODUCTION
AEG4222  INTERACTIVE WEB DESIGN AND PUBLISHING

Tertiary Education*

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

MASTER OF TESOL AND LITERACY

Course Code: HMTL

Campus: Footscray Park,

Course Objectives: (For continuing students only)

The course aims to provide:

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

This program provides students with a comprehensive overview of issues in TESOL and literacy. It focuses on current TESOL and literacy teaching; TESOL/literacy program design; and teaching in a range of educational contexts.

Course Duration: 1.5 years

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

Course Structure: The Master of TESOL comprises the Graduate Diploma in TESOL and Literacy as follows:

ACA5001  FOUNDATIONS OF LANGUAGE
AEG2200  LITERACY METHODOLOGY
AEG2205  ADVANCED LITERACY METHODOLOGY
AEG2200  TESOL METHODOLOGY
AEG2211  TECHNIQUES IN TESOL

Plus one of the following units:

AEG2202  PROFESSIONAL PRACTICE: TESOL
AEG2210  PROFESSIONAL PRACTICE: LITERACY

one approved elective from AMED

Local students seeking accreditation with employing bodies such as the Department of Education and Training must complete AEG2202 Professional Practice - TESOL
Plus one of the following pathways:

**Pathway 1 - Thesis (full-time)**
- **AER0001** INTRODUCTION TO RESEARCH DESIGN AND METHODS 16
- **AEM1659** MINOR THESIS (FULL-TIME) 32

**Pathway 1 - Thesis (part-time)**

**Semester 1**
- **AER0001** INTRODUCTION TO RESEARCH DESIGN AND METHODS 16
- **AEM1660** MINOR THESIS (PART-TIME) 16

**Semester 2**
- **AEM1660** MINOR THESIS (PART-TIME) 16

**Pathway 2 - Coursework**
- **AER0001** INTRODUCTION TO RESEARCH DESIGN AND METHODS 16

Plus two approved units of study offered from the course AMED Master of Education

*Offshore students will enrol in AEM1655 Research Methods in Education and Training*

**Assessment tasks for the electives must be based on the TESOL and/or literacy fields.**

---

**MASTER OF TESOL**

**Course Code:** HMTT

**Campus:** Footscray Park, Off-shore,

**Course Objectives:** The onshore Master of TESOL course provides students with relevant content and community-based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages (TESOL) programs in the western region of Melbourne, in Australia and internationally. The offshore Master of TESOL course provides students with relevant content and research-based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in Vietnam.

The program aims to provide:

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

**Career Opportunities:** The Master of TESOL course provides onshore and offshore learners with opportunities to be employed in a range of TESOL contexts in a range of TESOL-related teaching and managerial roles.

**Course Duration:** 1.5 years

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

**Course Structure: Onshore:**

The Master of TESOL comprises the Graduate Diploma of TESOL plus one of the following two options:

**Option 1: Thesis**
- **AEM6100** Education Research Design and Methods

**PLUS**
- **AEM1659** Minor Thesis (Full-Time)

**Or**
- **AEM1660** Minor Thesis (Part-Time)

**Option 2: Course Work**
- **AEM6100** Education Research Design and Methods

**PLUS**

Two approved units of study offered from the course ‘AMED Master of Education’ where the assessment tasks are based on the TESOL field.

**Offshore:**

The Master of TESOL comprises the Graduate Diploma of TESOL (or approved equivalent) plus the following course work:

- **AEM6100** Education Research Design and Methods
- **AEG1504** Innovation
- **AEG1502** Evaluation

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

The offshore Master of TESOL comprises the Graduate Diploma in TESOL (or approved equivalent) plus coursework including one research unit of study.

**Onshore: Option 1: Minor Thesis**
- **AEM6100** EDUCATION RESEARCH DESIGN AND METHODS 16

**Plus either:**
- **AEM1659** MINOR THESIS (FULL-TIME) 32

**Or for 2 semesters**
- **AEM1660** MINOR THESIS (PART-TIME) 16

**Option 2: Coursework**
- **AEM6100** EDUCATION RESEARCH DESIGN AND METHODS 16

**PLUS**

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

**Offshore**
- **AEM6100** EDUCATION RESEARCH DESIGN AND METHODS 16
- **AEG1504** INNOVATION 16
- **AEG1502** EVALUATION 16

---

**DOCTOR OF PHILOSOPHY**

**Course Code:** HPED

**Campus:** Footscray Park,

**Course Objectives:** (For continuing students only)

The School of Education offers PhD research supervision in the following areas:

- teaching, learning and evaluation in education and training;
- effect of family and school relationships on learning;
- social basis of schooling;
- school change and reform;
- practitioner research/action research;
- young people at risk;
- language and literacy;
- school-based curriculum development;
- school, family and community links;
• early childhood education;
• inter-professional collaboration;
• recruitment, selection and appraisal in education and training;
• student learning in higher education;
• multimedia, online learning and computer-enhanced learning;
• vocational education and training;
• equity and inclusive teaching;
• teacher development
• assessment
• numeracy and mathematics education;
• science education;
• learning in the workplace;
• adult and community education;
• recognition of prior learning;
• outdoor education;
• computer-mediated art;
• experiential learning.

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

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course applicants must have:
• a Master of Education degree by research; or
• a Master of Education by coursework with a minor thesis completed to a high standard; or
• an equivalent qualification with demonstrated achievement in research.

Students with a Masters degree but without recent and relevant research background will be required to undertake and complete an appropriate research methods unit of study at a high standard in the first semester of study.

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

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

MASTER OF ARTS (BY RESEARCH)

Course Code: HRAE

Campus: Werribee, City Flinders, Sunbury, Various, dependent on research area.

Course Objectives: The School of Education offers a Master of Education degree by major research thesis. This is an alternative to the Master of Education and Training which is done by a combination of coursework and minor thesis. Students are invited to contact the School to discuss the selection of a major research topic and to explore ways in which preparation for the major thesis by research can be arranged.

Staff in the School have research interests in the following areas:
• teaching, learning and evaluation in education and training;
• effect of family and school relationships on learning;
• social basis of schooling;
• school change and reform;
• practitioner research;
• young people at risk;
• language and literacy;
• school-based curriculum development;
• school, family and community links;
• early childhood education;
• inter-professional collaboration;
• recruitment, selection and appraisal in education and training;
• student learning in higher education;
• multimedia, online learning and computer-enhanced learning;
• vocational education and employment pathways;
• numeracy and mathematics education;
• science education;
• learning in the workplace;
• adult and community education;
• recognition of prior learning;
• outdoor education;
• computer-mediated art;
• wilderness adventure-based therapy;
• experiential learning;
• workplace education and training;
• gender and affirmative action and policy studies.

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

Students, once accepted by the School for admission to the Master of Education by Research, will work with their supervisor to produce an application for candidature based upon a specific research topic.

Upon acceptance of candidature by the University, the degree is normally completed within a minimum of 24 months of full-time study. Part-time study is also available, and can be carried out in conjunction with projects appropriate to the candidate’s workplace.

Course Duration: To be advised.

Admission Requirements: To qualify for admission to the course, applicants must have a university degree completed at a meritituous level; and satisfied the School that they have aptitude for an extended research project. The latter requirement can be met either by extensive experience in the field of education and training, or by completion of an approved introductory research methodology activity.

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

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.
The School of Education offers a Master of Education degree.

To qualify for admission to the course, applicants must have a university degree completed at a meritorious level; and satisfied the School of Education that they have aptitude for an extended research project. Some applicants may be required to audit a coursework unit of study in Research Methodology.

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

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

GRADUATE CERTIFICATE IN TERTIARY EDUCATION
Course Code: HTHE
Campus: Footscray Park, City Flinders,

Course Objectives: Available to VU teaching staff only. This course has been designed as an integrated introduction to, or refresher for, teaching and learning in Victoria University, either in higher, further or vocational education. It therefore focuses on the development of teaching competence in the classroom, and understanding of the Australian tertiary education and training system, information literacy in the field of tertiary education and critical reflection on teaching with the aim of improving practice. Its cross-sectoral orientation is designed to encourage understanding across the sectors.

Course Duration: 1.5 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed an undergraduate degree or an equivalent qualification, as approved by the School of Education. In addition, the applicant must currently have a teaching role in a tertiary institution.

Course Structure:

AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY 6
AET4101 NEGOTIATING LEARNING 6
AET4102 LEARNING AND DIVERSITY 6
AET4103 STUDENT ASSESSMENT 6
AET4104 DESIGNING FOR LEARNING 6
AET4105 MANAGING LEARNING 6
AET4106 IMPROVING PRACTICE 6
AET4107 TEACHING PORTFOLIO 6

GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
Course Code: HTTL
Campus: Footscray Park,

Course Objectives: The Graduate Certificate in TESOL comprises three units of study. These units of study are related to TESOL methodology and the nature of the English language.

This course aims to provide:

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

Career Opportunities: Graduates of the Graduate Certificate in TESOL may be able to use this qualification to find employment as English language teachers or instructors in second language (ESL / EFL) programs with private educational providers locally or internationally.

Course Duration: 1 year
Admission Requirements: To qualify for admission to the Graduate Certificate in TESOL, applicants must have a recognised Australian teaching qualification of at least four years duration or equivalent. An applicant with a recognised Australian degree of at least three years duration or equivalent may apply for these courses provided that their commitment to work in TESOL programs for which a general teaching qualification is not a requirement. In such cases, the Graduate Certificate in TESOL may provide a recognised TESOL qualification but will not qualify candidates to teach in most Australian schools and many adult education programs in Australia.

Course Structure: NOTE: This course is part of a postgraduate program which includes HTG Graduate Diploma in TESOL and HMTT Master of TESOL.

The Graduate Certificate in TESOL comprises three units of study. These units of study are related to TESOL methodology and the nature of the English language.

AEG2200  TESOL METHODOLOGY 16
AEG2211  TECHNIQUES IN TESOL 16
ACA5001  FOUNDATIONS OF LANGUAGE 16

DOCTOR OF EDUCATION

Course Code: HZED

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

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

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.

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

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course, applicants must normally have successfully completed: a Bachelor of Education with honours of first (H1) or upper second class (H2A); or a Master of Education by coursework degree where the thesis has been completed to a level of second class honours (H2) or higher, or equivalent; or an acceptable alternative Masters qualification; and significant professional experience of at least three years. All applicants will be required to attend an interview. International applicants must have an IELTS of a minimum of 7.0.

COURSE REGULATIONS

The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations: Unsatisfactory Progress: the following regulations apply: a student must successfully complete the coursework in four years; and failure to satisfactorily complete all coursework units of study precludes the candidate from continuing.

Course Structure: All coursework is completed in the first year of the program via a 12-week trimester system (part-time equivalent applies). The course will be delivered primarily as a set of small group lecture/seminar sessions. Intensive workshop sessions and distance learning methods may also be employed. After successful completion of all coursework units, students will continue on to complete a Doctor of Education (HZED) or complete the Workplace Project (Masters) and exit with a Master of Education - Professional Practice (HMEP).

Note: to proceed to the projects, students must pass all coursework units with an average of at least H2A.

COURSEWORK UNITS (ONE YEAR FULL-TIME OR TWO YEARS PART-TIME)
Below are subject details for courses offered by the School of Education in 2010. IMPORTANT NOTICE: Not all elective subjects for courses offered by the school are listed below. There are numerous elective possibilities that the school can choose to offer and those selected will vary from year to year. Details of these electives will be advised by the school.

**AEB0040 LANGUAGE FUNCTIONS AND ANALYSIS 1**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study is part of a major sequence in Language and Literary Studies in the Bachelor of Education. This unit is also a compulsory unit for TESL method studies for students enrolled in the Graduate Diploma of Secondary Education who do not have the required languages or linguistics background to be qualified to teach ESL by the Victorian Institute of Teaching. The unit will provide an introduction to major areas of language use, language structures and language functions. Students will learn about syntax, semantics, phonology, morphology and pragmatics through practical application and critical analysis relevant to their experiences and needs.

**Credit Points:** 12

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

- Clearly define what is meant by a ‘standard’ language;
- Show comprehension of the many varieties of the one language;
- Identify basic grammatical features of the English language;
- Comprehend the principles involved in word formation;
- Demonstrate how in language words get their meanings and how these meanings are contextual;
- Recognise the main pragmatic features of social discourse;
- Articulate how language is involved in the development of social, ethnic, class and gender identity.

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


**Assessment:** Exercise Homework tasks 25% Total effective word limit 3000 words

**AEB0041 LANGUAGE FUNCTIONS AND ANALYSIS 2**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0040 - LANGUAGE FUNCTIONS AND ANALYSIS 1 or equivalent.

**Descriptions:** This unit of study is part of a major sequence in Language and Literary Studies of the Bachelor of Education. The unit will introduce students to the social and cultural aspects of language such as dialects, styles, registers and discourse patterns. Furthermore, some aspects of language change such as phonological, morphological, syntactical and lexical, will be considered. These will be related to varieties of current language use through critical application and practice in written and spoken forms of discourse.

**Credit Points:** 12

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

- Recognise the various eras in the history of the English language and factors involved in the development of pidgin, creole and patois;
- Understand the range and complexity of Australia’s original languages;
- Appreciate alternative modes of communication such as non-verbal communication, 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:** Participation Class participation 20%

**AEB0042 APPLIED LINGUISTICS 1**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0041 - LANGUAGE FUNCTIONS AND ANALYSIS 20R equivalent.

**Descriptions:** 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 illiteracy for various age levels will be considered.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

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

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

**Assessment:** Two tutorial papers 60%; Essay 30%; Attendance and participation 10%.

**AEB0044 LITERATURE IN CONTEXT 1**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0041 - LANGUAGE FUNCTIONS AND ANALYSIS 20R equivalent.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, 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.
**AEB0045 LITERATURE IN CONTEXT 2**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0044 - LITERATURE IN CONTEXT 1 OR equivalent.

**Descriptions:** 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.

**Credit Points:** 12

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

• Demonstrate refined and extended skills in literary analysis;
• Compare and contrast various literary accounts of common experiences;
• Construct oral and written responses to literature;
• Demonstrate an understanding of literature within Australian culture.

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

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

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

---

**AEB0046 APPROACHES TO WRITING 1**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0041 - LANGUAGE FUNCTIONS AND ANALYSIS 2 OR equivalent.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, 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.

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

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

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

---

**AEB0047 APPROACHES TO WRITING 2**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** AEB0046 - APPROACHES TO WRITING 1 OR equivalent.

**Descriptions:** This unit of study will provide a range of models for the development of written communication skills. They will include such aspects as student awareness of their own use of language as well as attitudes, strategies and conventions appropriate for the given setting. The systemic-functional approach to language and genre theory will be used as basic frameworks for effective communication. The use of fiction and non-fiction will be utilised in order to link fields of knowledge with effective writing. Discourse styles of specific academic disciplines and genres appropriate for the workplace will be analysed.

**Credit Points:** 12

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

• Complete a sustained piece of writing;
• Use a range of literary techniques and devices to develop plot, characterisation and dialogue;
• Analyse their own creative writing and the writing of others;
• Effectively work with others online and in class to develop and extend their own writing and assist in this process with others.

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

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

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

---

**AEB0060 INTERPROFESSIONAL COLLABORATION**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will expect students to generate the principles of interprofessional collaboration in their own practice. Topics to be investigated will be drawn from: team building; problem-solving and action research in interprofessional collaboration; focus on professional roles; skills and beliefs; communication across disciplines; professions; cultures; confidentiality and information sharing in interprofessional collaboration; responsibilities in interprofessional collaboration; defining levels of collaboration; input and outcomes in interprofessional collaboration; barriers to and opportunities in interprofessional collaboration and issues of reprofessionalisation or deprofessionalisation in interprofessional collaboration.

**Credit Points:** 12

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

• Demonstrate awareness of how professional frames of reference influence our perspectives on community issues;
• Utilise current research findings and theory to develop frameworks for collaborative practice and generate shared goals;
• Learn and demonstrate a range of skills which facilitate interprofessional collaboration;
• Know and understand the principles, benefits and challenges of interprofessional collaboration and interdisciplinary service provision;
• Identify an issue or problem affecting young people and participate in a disciplinary team to develop a creative community-based approach to address the problem;
• Reflect on their own learning and the process of collaborating as they experience and observe it in their class teams and in their agency placement;
• Appreciate current collaboration and partnership practice models through participation in the ‘Student Leadership Program’ Facilitators workshop and other youth-related activities and events.

**Class Contact:** Four hours per week equivalent tutorials for one semester, compromising campus and community-based meetings and activities or equivalent.
AEB0063 POLICY AND CIVICS EDUCATION

Locations: Footscray Park

Pre-requisites: Nil

Descriptions: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. The unit will also explore the context, development and implementation of social policy and its relationship to civics education in Australia. It will examine current models of social policy and provide a basis for the development of a framework of civics education for young people. Topics to be examined in relation to youth policy formulation and implementation will include the organisation of government and non-government organisations, and an investigation of many of the current debates surrounding the role of the welfare state.

Credit Points: 12

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

- Identify the broad parameters of the study of social policy;
- Demonstrate understanding of how youth policy impacts on young people, youth workers, teachers and service providers in this state;
- Understand the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes;
- Consider the role of policy in constructing a fair society and the importance of understanding policy mechanisms in the constructs of civics education in our society;
- Demonstrate the development of skills and knowledge about the theory/s that underpin and involves youth policy;
- Demonstrate knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

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


Assessment: Project Preparation and workshop presentation of a 3000-word report on a community-based action research team project 70%.

AEB0064 SOCIAL INQUIRY THEORY AND RESEARCH

Locations: Footscray Park

Pre-requisites: Any two of the units registered within years one and two of the Social Inquiry sequence, or equivalent.

Descriptions: This unit of study is concerned with developing understandings of the range and application of modern social theory. This unit offers a critique of some of the new perspectives in sociology. It investigates philosophical inquiry as an essential function of critical social inquiry, theory and research. It concentrates on critical theory and the critical theorists. It introduces students to research processes and methods and students undertake and report a social research investigation as a significant component of this unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours of workshops for one semester or equivalent.

Required Reading: Barbie, ER 1998, The practice of social research, Wadsworth, Belmont CA.

Assessment: Report Reports of reading 50%.

AEB0072 ELECTRONIC COMMUNITIES

Locations: Melton, Footscray Park

Pre-requisites: VCE Units 3 and 4 Information Technology or AEB0070 Introduction to Information and Communication Technologies and AEB0071 Knowledge Management, or equivalent.

Descriptions: 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.

Credit Points: 12

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

- Explore the use and role of a range of electronic communities;
- Demonstrate the effective use of electronic communities for communication and reporting of information;
- 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

Locations: Melton, Footscray Park

Pre-requisites: AEB0070 Introduction to Information and Communication Technology, AEB0071 Knowledge Management, or AEB0072 Electronic Communities or equivalent.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours or equivalent of workshops each week for one semester.


Assessment: Multimedia project 50%; Seminar paper 50%.
AEB0074 HUMAN COMMUNICATION TECHNOLOGIES

Locations: Melton, Footscray Park,

Pre-requisites: AEB0072 Electronic Communities or AEB0073 Interactive Multimedia or equivalent.

Descriptions: This unit of study will enable students to analyse and evaluate 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 understandings of the issues through the creation of educationally valid websites.

Credit Points: 12

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

- Develop educationally appropriate websites using a range of interface design technologies;
- Competently apply interface design technologies;
- 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

Locations: Melton, Footscray Park,

Pre-requisites: AEB0072 Electronic Communities or AEB0073 Interactive Multimedia, or equivalent.

Descriptions: 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.

Credit Points: 12

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

- Competently apply interface design technologies;
- Develop educationally appropriate websites using a range of interface design technologies;
- Critically investigate and analyse the range of ethical, social and cultural issues associated with the application of these technologies.

Class Contact: Three hours or equivalent of workshops each week for one semester.

Required Reading: Benrich, P 1997, Practical guidelines for creating multimedia applications, Dryden Press.

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

AEB1020 LANGUAGE, EDUCATION AND CULTURE

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: Partnership experience will provide the context for an investigation into teaching in literacy and language education. Topics will include: the development of teaching strategies for the development of literacy skills in young people appropriate to their stages of development and styles of learning; teaching English as a Second Language; lesson planning for literacy education. Development of information technology for teaching literacy and an understanding of the connections between culture, literacy and education will be key learning outcomes for this unit of study. Issues such as equity, ethnicity, gender, social class and educational outcomes will be investigated as practical philosophical inquiry.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Four hours per week, or equivalent, of workshops plus ten days project partnerships for one semester. Workshops may include mentored activity with Year four students.


Assessment: Assignment Two written assignments in the form of an essay, journal or folio (50% per assignment) 100% plus report of satisfactory participation in partnership activities.

AEB1100 LITERACY AND LANGUAGE

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will require students to develop their own literacy and understanding of language. Topics will include: oral language - formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the functions of formal and informal written and spoken language and their underlying systems;
- Demonstrate an understanding of the relationship between language, culture and personal identification;
- Investigate concepts of change, including critical literacy, technology and language, and social action;
- Practically apply literacy principles.

Class Contact: Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.


Assessment: Essay To be advised 70%
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: question, investigate, reflect on and theorise on their own and others learning experiences. Pre-service teachers will ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? They will also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement. Pre-service teachers will work collaboratively with colleagues and university teachers to evaluate and improve personal literacy understanding and skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Use self-reflective and investigative skills;
- Apply information and communication technologies skills;
- Connect personal theories of learning and those of key theorists whose ideas are influencing current educational practice (for example multi-literacies and multiple intelligences);
- Confirm personal literacy understanding and skills;
- Develop an action plan to develop personal literacy understandings and skills.

Class Contact: Thirty-six hours in one semester including common activities, workshops and online sessions.

Required Reading: Digital portfolios: reconceptualising inquiry in pre-service teacher education, Sanjakdar, F (ed) 2009, 1st edn, Australia: Pearson

Assessment: Portfolio Common Assessment Task 100% Professional Exposition: Learning and Learners. This task involves the compilation and presentation of an electronic portfolio.

AEB1102 INQUIRY FOR UNDERSTANDING

Locations: Footscray Park, St Albans,

Pre-requisites:

Descriptions: This unit extends the exploration of personal learning into the realm of mathematics. This exploration will require the application of social and mathematical inquiry processes to gain a deeper understanding of primary mathematics and to investigate approaches to teaching mathematics in primary schools. Pre-service teachers will work independently and collaboratively using a Praxis Inquiry approach to articulate questions such as: How is mathematics used in our daily lives and in the community? What is the nature of mathematical knowledge for primary teaching? Students will: complete a self-appraisal of mathematical knowledge for teaching (MKT); develop an inquiry plan to improve MKT; participate in an inquiry process to deepen their understanding of MKT; conduct an inquiry into MKT in primary classrooms and/or community learning centres; seek to connect their emerging theories of MKT with other people’s theories and ideas; consider the possible implications of MKT for learners and learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Connect context and inquiry;
- Engage in a process of inquiry learning using multi-literacies;
- Identify the characteristics of successful inquiry relationships;
- Recognise the value of literacy and technology when applied to a mathematical inquiry process;
- Demonstrate competence when applying mathematical concepts and procedures to achieve understanding of mathematics for primary teaching. (Pre-service teachers unable to demonstrate competence of mathematical knowledge for primary teaching may be required to complete an additional unit of study,

AEB1200 Numeracy and Mathematics concurrently with this unit of study).

Class Contact: Thirty-six hours for one semester including common activities, workshops and project partnerships.


Assessment: Report Structured Professional Exposition: Mathematical Knowledge for Primary Teaching 100% Structured Professional Exposition: Mathematical Knowledge for Primary Teaching. The exposition will require pre-service teachers to use a prescribed structure, including use of digital technologies, to report on their inquiry into mathematical knowledge for primary teaching.

AEB1103 LEARNING, TEACHING AND PRAXIS INQUIRY

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the Accelerated Bachelor of Education program to undertake inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will provide an opportunity for personal research and self-directed learning and explore theories relevant to P12 education. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence. This unit of study will introduce pre-service teachers to the concept of Praxis Inquiry. They will question, investigate, reflect on and theorise on their own and others learning experiences. Pre-service teachers will ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? They will also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning will have on their own practice as they prepare for their first school placement; work collaboratively with colleagues and university teachers to evaluate and improve personal practice; shape the development of increasingly sophisticated habits of reflective practice including observational and other forms of data collection and analysis; encourage the construction of pedagogical understandings in response to the complexity and diversity of observed influences on student learning; assist pre-service teachers to build schemata that illustrate the multiple ways that students learn, the key influences on learning, and the dilemmas facing learners and teachers; assist pre-service teachers to articulate their observations in order to refine their personal theory of learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Focus on the personal experiences of learning and learning in classrooms;
- Use a range of pedagogies which are employed to support learning and develop an understanding of educational contexts;
- Connect between Project Partnership experiences and a range of theories of learning;
- Evaluate personal literacy and numeracy;
- Demonstrate the competence needed for entry to the teaching profession;
- Apply self-reflective and investigative skills.

Class Contact: Thirty-six hours per semester comprising lectures and tutorials.


Assessment: Portfolio Professional exposition - learners and learning: compilation and presentation of an electronic portfolio 50%
AEB1171 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

Locations: Melton, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will focus on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context, both internationally and locally; cross-cultural perspectives on early childhood education and care; philosophies, theories and theorists throughout the ages; changing views of children; sociocultural contexts of childhood and children's learning; social and political changes in the 19th and 20th centuries and their impact an early education; the impact of changing family constellations on childhood, children and views of children's education; nature versus nurture - have our views changed or been reinforced over time?, the importance of philosophy in early childhood education and care.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate critical knowledge and understanding of both the historical and philosophical underpinnings of early childhood education;
• Discuss and critically reflect on the philosophical, political and social factors that have shaped the early childhood field;
• Investigate how history and philosophy have impacted on current, contemporary early childhood education;
• Identify the different beliefs and attitudes towards, and about children, across cultures;
• Identify the different beliefs and attitudes towards, and about children, throughout the ages;
• Demonstrate the impact of a wide variety of philosophical approaches to children's learning and pedagogy on present day early childhood programs;
• Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

Class Contact: Three hours or equivalent per week comprising of one hour of lectures and two hours of workshops/tutorials/centre visits. There are no placements required for this unit.


Assessment: Portfolio Common Assessment Task (2000 words or equivalent) 50%
The Common Assessment Task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary which reflects the pre-service teachers’ developing knowledge with respect to the philosophical, theoretical and practical influences on the early childhood program. The curriculum report involves an essay on the impact of significant historical event that influenced change in views of early childhood and/or early childhood practices.

AEB1181 PLAY DEVELOPMENT AND LEARNING

Locations: Melton, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study presents the theoretical and practical basis for working with children 0-12 years. It will include a study of the development of children 0-12 years across all developmental domains; physical, social, emotional, cognitive, perceptual, personality and language; and the evolutionary, biological and environmental influences on developmental outcomes. Students will be asked to explore their own early childhood play experiences and consider where attitudes they now hold toward play may have been fostered. Types of play studied include: play with objects, social play, sociodramatic play. This unit will also provide a study of: the scaffolding of children's learning and development during play: time, space, materials and interactions to support children's play and learning; an exploration of indoor and outdoor play experiences, including the development of learning resources; routines, transitions and the importance of uninterrupted play; play and pedagogy in early childhood education; teachers as observers, participants and facilitators; contemporary and cultural considerations with respect to children's play; an overview of the exploration of major theorists and theories of child development; and an exploration of current understandings of appropriate curriculum for children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand the fundamental role of play in children's learning and development;
• Understand and critically analyse the notion of developmentally appropriate practice;
• Apply their observation and program planning skills to implement totally play-based educational experiences for individual children and groups of children;
• Analyse how valuable free play experiences and free play time can be squeezed through inappropriate routines and transitions in a range of early childhood programs;
• Explore the notion of play in a variety of sociocultural contexts and indoor and outdoor play experiences;
• Consider the influence of their own early childhood play experiences on their teaching practices;
• Know and understand the development of 0-12 year old children across all developmental domains;
• Identify the major theorists and theories and contemporary issues in relation to child development;
• Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development;
• Understand the diversity of human growth and development;
• Understand the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Three hours or equivalent per week comprising one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Project Play-based projects (3000 words equivalent including photographs, text, observations and design of the play environment 100% The play-based projects will be developed and implemented within early childhood settings (0-3 year old and 4-5 year old). Students will document all aspects of the learning strategies and experiences implemented and present the project and outcomes to class group for analysis, evaluation and feedback.

AEB1200 NUMERACY AND MATHEMATICS

Locations: Melton, Footscray Park, 

Pre-requisites: Nil.
Descriptions: This unit of study will require students to develop an understanding of their own learning of mathematics. They will be required to demonstrate their competence in mathematics through the presentation of solutions to practical problems and understandings of mathematical concepts covering: space, number, measurement, chance and data, algebra and mathematical tools and procedures. Particular emphasis will be given to developing conceptual understandings of mathematical ideas and investigating questions and problems which may be encountered in the primary and early secondary school years. Two important aspects of the unit of study will be: a focus on the development of student confidence in mathematics; and the development of an understanding of the mathematics needed to participate in the real world. The unit will require students to use calculators and information technology in answering mathematical questions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate competence in mathematics necessary for effective primary mathematics teaching, by demonstrating an understanding of mathematical concepts and solutions to practical problems;

• Demonstrate an awareness of their own learning of mathematics and confidence in their mathematical skills;

• Demonstrate an awareness and appreciation of the social, historical, cultural and economic aspects and applications of mathematics;

• Understand the role of active participation and social interaction with other students through small group work and whole class discussion in mathematics learning;

• Demonstrate skills in communicating mathematics;

• Use technology to investigate mathematical concepts and solve problems.

Class Contact: Three hours per week, or equivalent, for one semester in lectures and workshops.


Assessment: Portfolio Mathematics Learning File 100% Equivalent to 3000 words

Ungraded Hurdle Requirement: Mathematics Knowledge task requiring demonstration of understanding of the mathematical content knowledge required for teaching primary school mathematics.

AEB1210 UNDERSTANDING LEARNING

Locations: Footscray Park, St Albans,

Pre-requisites: AEB1101 - LEARNING IN A CHANGING WORLD These units may be either corequisites or prerequisites.

Descriptions: 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 multi-literacies; and investigate literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then review and evaluate current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand the literacy curriculum;

• Demonstrate familiarity with current practices for teaching and assessing literacy;

• Connect literacy to different dimensions of communication and social action;

• Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy education.

Class Contact: Thirty-six hours for one semester including common activities, workshops and online sessions.


Assessment: Report Common Assessment Task: Inquiry Research Project 100%

AEB1250 COMMUNICATION AND SOCIAL ACTION

Locations: Footscray Park, St Albans,

Pre-requisites: AEB1101 - LEARNING IN A CHANGING WORLD AEB1100 Language and Literacy is a possible corequisite

Descriptions: This unit of study will require students to develop an understanding of the theories of learning. It will then: articulate further significant questions about their personal theory of learning and change their practice in Project Partnerships to reflect their inquiry and learning.

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: Portfolio Common Assessment Task : continued construction of electronic portfolio (2000 words equivalent) 70%
AEB1261 LANGUAGES AND LITERACY IN EARLY CHILDHOOD

Locations: Melton, St Albans,

Pre-requisites: AEB1101 - LEARNING IN A CHANGING WORLD

Descriptions: This unit of study provides an opportunity for pre-service teachers to extend their knowledge and understanding of literacy and language learning and development. It aims to present to students an in-depth study of the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-3 years; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers will explore their own dramatic arts and music history and consider how they might be used to support learning and development.

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand the receptive and expressive language development of children;
• Understand the English curriculum;
• Take a critical approach to the exploration of diverse issues and contrasting beliefs relating to language and literacy education.

Class Contact: Three hours or equivalent per week comprising a one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio Common Assessment Task (3000 words): continuation of electronic portfolio initiated in semester 1. 100% Pre-service teachers prepare a report of a simple investigation of language, literacy and learning. They choose an issue, question or topic related to a current debate about language, literacy or technology. The inquiry will include a survey of the application of ICT in literacy learning.

Credit Points: 12

AEB1262 MUSIC, MOVEMENT AND DRAMATIC ARTS

Locations: Melton, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will focus on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-3 years; creative expression with singing, instruments, and dance; using singing to promote language and movement development and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers will explore their own drama and music history and consider how they might be used to support learning and development. Teachers' performance skills and self-consciousness will be considered. Pre-service teachers will also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks.

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand the skills and teaching experiences necessary in a range of developmentally appropriate early childhood dramatic arts approaches;
• Understand the practical aspects of the performing arts;
• Show understandings and skills in the areas of early childhood music, dance and drama.

Class Contact: Three hours or equivalent per week comprising one hour of lectures and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio Common Assessment Task: Portfolio documenting practice in Project Partnerships; emphasises children's development in music, movement & dramatic arts 50%
AEB1300 VISUAL ARTS AND PERFORMANCE

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is constructed around a number of key themes in the visual and performing arts. It will develop substantive theoretical frameworks and studio skills in a variety of the relevant disciplines which constitute the visual and performing arts. It will also critically examine the visual and performing arts as they relate to personal, cultural, economic and social contexts. In addition to analysing conventional studio practice within the relevant disciplines, the unit will draw on information technologies such as multimedia, paint and music software. Visits to visual and performing arts events will be included in the lecture program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate substantive insight of the visual and performing arts through observing, participating in and reflecting upon a range of genres in the visual and performing arts, such as painting, dance, film and television, architecture and music;

• Report personal learning outcomes in the visual and performing arts and apply those outcomes to teaching and learning environments;

• Use information and digital technologies which reflect developing understandings about the emerging relationship between the visual and performing arts and technology;

• Explore the contexts within which the visual and performing arts functions, such as the impact of political and educational policies on the arts, sociocultural impacts such as class, race and gender, and non-Western impacts such as Koori art and Asian art.

Class Contact: Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.


Assessment: Essay To be advised 25%

AEB1400 HEALTH, PHYSICAL AND OUTDOOR STUDIES

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to develop students’ knowledge, awareness and appreciation of health, physical and outdoor education. Participation in practical activities will provide an understanding of the importance of a healthy lifestyle for young people. Consideration will be given to the interaction between health and social class, gender and ethnicity. The benefits of health, physical and outdoor education will be introduced from historical, sociocultural, psychological and physiological perspectives.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify and investigate physical skill development;

• Recognise the crucial role of health, physical and outdoor education in the lives of people.

AEB1500 SOCIAL AND SCIENTIFIC INQUIRY

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will introduce students to the philosophy and practice of inquiry in the physical, biological, environmental and social sciences. Students will be expected to provide practical demonstrations of their understanding in the application of inquiry in the sciences and social sciences at a level required of teachers in primary schools. Emphasis will be given to understanding the role of observation and experimentation in the sciences; and to the nature of inquiry in the investigation of social questions including those related to civics and politics, Indigenous Australia, ethnic communities and the Asia-Pacific region. The use of information technology will support class activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an understanding of social and scientific inquiry by successfully completing a range of simple investigations, which might include a scientific experiment, an environmental study and an example of social research;

• Evaluate social and scientific research using philosophical and moral criteria;

• Use the results of social and scientific research 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: Report Science project report 50%

AEB1600 CAREER EDUCATION AND YOUNG PEOPLE

Locations: Melton, Footscray Park, Sunbury, All campuses at which the Bachelor of Education is taught, currently: .

Pre-requisites: For students in either Year 3 or Year 4 of the Bachelor of Education.

Descriptions: This elective will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship for secondary school students. It will draw upon the three key areas of the Australian Blueprint for Career Development, viz Personal Management, Learning and Work Exploration and Career Building. Components of the elective may include: Personal management: understanding of self (utilising ABCD categories); social/generic skills and attitudes necessary for work readiness; aspects of counselling; work/life balance; self efficacy and capability; and learning and work exploration: future of work; vocational testing; AQTF and pathways; roles and relationships of education providers; labour market: trends, resources and interpretation; demographics; currency of information: commonly used resources; careers education programs and evaluation frameworks; engaging the disengaged.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the place of career education in the broad context of lifelong learning;
- Explore and discuss the connections between theoretical frameworks and real life, and school to work transition experiences;
- Design a careers unit for delivery in a secondary school.

Class Contact: Thirty-six hours in one semester.


Assessment: Assessment for this unit of study will draw on the personal and professional experiences of students and includes an electronic portfolio and critical analysis of issues on career education. Task one: electronic portfolio 50%. Portfolio will include evidence of both personal and professional material which highlights the pre-service teachers' own career development. The final product will be presented to the class (1500 words equivalent). Task Two: A case of teaching and learning practice in careers education 50%. Case is based on personal and professional experience with young people, careers and work. Drawing on literature and research in the field, students will identify the issues, describe them in the case and write a critical commentary on how you, as a beginning teacher, would address the situation presented, along with an analysis and reasoning for the approach and strategies (1500 words).

AEB1620 GENERAL STUDIES: DEVELOPMENTAL STUDIES 1 (INFANT/TODDLER)

Locations: Melton,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Know and understand the development of 0-3 year old children across all developmental domains;
- Know the major theorists and theories and contemporary issues in relation to infant and toddler development;
- Demonstrate an understanding of the current research in relation to infant and toddler development;
- Plan, implement and evaluate effective learning programs for children under 3 years of age;
- Reflect on their own abilities, attitudes, values and beliefs with respect to young children's learning and development;
- Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Three hours per week or equivalent of lectures and workshops.


Assessment: Assignment Two written assignments: report and research essay of 1500 words (50% each) 100%

AEB1630 GENERAL STUDIES: DEVELOPMENTAL STUDIES 2 (3-8 YEARS)

Locations: Melton,

Pre-requisites: AEB1610 - GENERAL STUDIES: CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION or equivalent.

Descriptions: This unit of study will include: a study of major theorists and current research across a range of developmental areas including: cognition and intellectual development, social identity, gender identity, social competence, character and personality development, emotional development and physical development; analysis and interpretation of observations as a basis for planning and evaluating children's development and learning; how young children learn; individual differences in learning styles and the contribution of play to children's development and learning; diversity issues including social, cultural, genetic and environmental influences on development; an understanding of the plasticity of early development in relation to major developmental keystones including ‘windows of opportunity’ suggested by contemporary brain research; and the current contribution of evolutionary theory to developmental studies.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Describe and name key features of developmental changes from 3-8 years;
- Recognise how young children learn, individual differences in learning styles and the role of play in children’s learning;
- Demonstrate a critical understanding of current issues for children 3-8 years as they relate to theory, research and practices in early childhood education;
- Extend skills and competence in observation and interpretation of children’s development and demonstrate the use of this material in planning for the education of individual children and groups of children;
- Use information technology to access current child development research.

Class Contact: Three hours per week or equivalent.


Assessment: Assignment Two written assignments: essay, journal or folio (1500 words each) (50% per assignment) 100%

AEB1640 GENERAL STUDIES: ADMINISTRATION AND MANAGEMENT

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study will include: human resource management such as recruitment, selection, job descriptions, anti-discrimination legislation and staff appraisals; financial management and funding requirements; resource management and allocation; creating policies to support management; leadership; networking; management committees; organising and running meetings; legal aspects of early childhood services; industrial relations; strategic planning and change management; marketing early childhood services; and using information technology in the management of children’s services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Review current administrative, leadership and management theories and analyse their relevance for early childhood education;
- Develop democratic policies and procedures for administrative, human resource leadership and management in early childhood services;
- Demonstrate a variety of highly effective communication strategies;
- Identify and express sensitive self-awareness as an ethical professional educator;
- Demonstrate acceptable standards of communication and professional responsibility, by having presented all unit requirements in an appropriate format and on time.

Class Contact: Three hours per week or equivalent of lectures and workshops.


Assessment: Portfolio Folia of administrative/partnership experiences that focus on 3 selected areas of administration and/or management (1500 words or equivalent) 50%

AEB1650 GENERAL STUDIES: POLICY AND PRACTICE IN EARLY CHILDHOOD EDUCATION

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study will include: current understandings of policy; how social and economic policies determine the direction of early childhood services; how policies are developed to support service delivery in early childhood; strategies for influencing government policies; the role of advocacy in early childhood and how early childhood professionals can advocate for children and the early childhood profession; an exploration of social justice issues related to topics such as gender, ethnicity, disability and human rights, and how they impact upon early childhood programs; the historical contexts underpinning the development of early childhood services; current and future directions and trends in early childhood services; employer sponsored childcare and ‘family friendly’ employment policies; transition to school; an analysis of the care/education debate, accreditation, regulations, ethics and government policy; an exploration of the role and responsibilities of the early childhood professional, including teamwork, leadership, mentoring, networking, and supervision; and promoting positive partnerships with parents and the community.

Credit Points: 12

Learning Outcomes: To be advised.

AEB2010 MATHEMATICS AND NUMERACY EDUCATION

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: Partnership experience will provide the context for an investigation into teaching in mathematics. Topics will include the development of young people; mathematics curriculum and teaching strategies; the development of an understanding of constructivist approaches to teaching and learning; studies in teaching, learning and curriculum development; inquiry into mathematical ideas with information technologies; planning, teaching and assessment in mathematics; documenting teaching and learning. Students will undertake focused teaching experiences in mathematics. Connections between mathematics and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Better understand how children learn through a study of how children learn mathematics;
- Better understand the mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum;
- Plan purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
- Use a range of teaching approaches to promote student learning including investigation, practical work, problem solving and posing, exposition, discussion and practise;
- Use or design lessons that use technology as an aid for learning specific mathematics concepts and skills;
- Evaluate their own planning and teaching of mathematics.
AEB2020 ARTS AND LITERACY EDUCATION

**Locations:** Melton, Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** Partnerships experience will provide the context for an investigation into knowledge and curriculum for teaching in literacy and the Arts. Topics will include: a continuing study of the development of young people; personal experience of the Arts; exploration of the connections between literacy, culture and the Arts; investigating philosophical and practical applications for teaching and learning in the Visual and Performing Arts, including the role of information technology, music, mass media and multimedia forms; planning, teaching and assessment in an integrated arts and literacy program; documenting teaching and learning. Students will undertake focused classroom teaching in the Arts and literacy. Connections between the Arts and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Inquire about and understand the role of language and culture in education and act critically;
- Plan and teach in the arts and literacy 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 the arts and literacy;
- Use specific strategies such as the use of concrete materials, philosophical inquiry, cooperative groups and integrated and negotiated curriculum which address the sociocultural perspective of learners, such as ESL, social and economic background and gender;
- Use information technology in investigating, planning, teaching and evaluating learning in the arts and literacy;
- Document development, delivery and evaluation of partnerships activity which includes curriculum support, teaching practice and philosophical inquiry of social issues as a basis for practice. Particular application of partnerships to education in the arts and literacy is encouraged where practicable.

**Class Contact:** Four hours per week, or equivalent, of lectures and workshops plus 20 days Project Partnerships for one semester.


**Assessment:** Assignment Two written assignments in the form of an essay, journal or folio (50% per assignment) 100% Plus report of satisfactory participation in partnership activities.

AEB2110 TEACHERS KNOWING CHILDREN

**Locations:** Melton, Footscray Park, St Albans, Sunbury,

**Pre-requisites:** AEB1101 - LEARNING IN A CHANGING WORLD This unit may be a corequisite or prerequisite.

**Descriptions:** This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. Pre-service teachers will ask questions that focus on teaching and learners, with a particular emphasis on the learning and teaching of Mathematics: How do teachers support student learning? How have I supported student learning? They will also: recognise how teachers can support students in understanding and enhancing their own learning; use multiple sources of information (test results, class assessment activities, interviews and conversations with students, work samples, running records and classroom observations) and diverse means (such as case-writing, journaling, annotated lesson plans, records of shared reflection with mentors) to describe what they know and think about learners and teachers; investigate personal, school-based, theoretical and sociocultural explanations to gain a deeper understanding about the connection between teaching and student learning; build schemata that illustrate how multiple approaches to teaching support learning; make changes in their practice in response to their inquiry and reflect on these changes in order to continue the inquiry.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Generate working explanations for the diversity of student learning encountered during Project Partnerships;
- Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning which indicates the importance of knowing students;
- Demonstrate the use of a range of approaches to reflect on and improve practice.

**Class Contact:** Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising school visits and workshops.

**Required Reading:** Teaching primary mathematics. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2004, 3rd edn, Frenchs Forest NSW: Pearson

**Assessment:** Report Assessing Children’s Understanding Task 50% 3000 word equivalent

Project Partnership Report (ungraded hurdle requirement)

Applied curriculum plan or report (ungraded hurdle requirement)

AEB2115 LEARNING AND TEACHING

**Locations:** To be advised. All campuses on which the Bachelor of Education is taught.

**Pre-requisites:** Nil.

**Descriptions:** This Praxis Inquiry unit of study provides an opportunity for pre-service teachers commencing in the second year VET/Secondary Teaching Bachelor of Education to undertake introductory inquiries into learning and teaching in schools using the Praxis Inquiry protocol. The unit will explore theories of learning relevant to secondary education with an emphasis on the practices which support student learning in technology (or similar fields) and VET programs in schools. Throughout the unit, pre-service teachers will be required to present examples of their personal literacy and numeracy competence and to participate in support programs when one or both is identified as less than required to enter the teaching profession.

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand learners’ personal and social characteristics, including their learning, through a focus on the diversity of learners encountered in classrooms and using a Praxis Inquiry protocol;
- Generate working explanations for the diversity of student learning encountered during Project Partnerships;
- Make connections between Project Partnership experiences and a range of theories of learning;
- Establish how a range of pedagogies support learning;
- Evaluate personal literacy and numeracy;
- Demonstrate the competence needed for entry to the teaching profession, if necessary, after undertaking a support program.

Class Contact: Project Partnerships: 24 days (15 days supervised teaching practice); University participation: 44 hours comprising 36 hours in university lectures and workshops and 8 hours in online discussions.


Assessment: Other Common Assessment Task. 50% Pass grade required for each task. Plus project partnership report (ungraded).

AEB2150 REASONING FOR PROBLEM SOLVING

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB1102 - INQUIRY FOR UNDERSTANDINGGAEB1102 Inquiry for Understanding is a corequisite or prerequisite.

Pre-service teachers without a recent background in mathematics learning may be required to take AEB21200 Numeracy and Mathematics (or equivalent) as a corequisite or prerequisite.

Descriptions: This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the early years and middle years of schooling. Through their participation in Project Partnerships, supported by the formal inquiry in the related Praxis Inquiry unit, pre-service teachers will apply their developing mathematics education understanding and practices in enhancing students’ mathematics and numeracy learning. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children’s learning of mathematics; social constructivism; learning cycle; children thinking mathematically and solving problems, doing practical work and conducting investigations; children’s understanding of number; developing number sense; number in the early years; Indigenous Australians’ understanding of number; children’s understanding of measurement; developing measurement sense; language learning in measurement; Indigenous Australians’ understanding of space and measurement; children’s understanding of space, chance and data; learning operations with whole number, fractions and decimals, assessing children’s mathematics; learning cycles; clinical interviews; using good questions; rich assessment tasks; annotated work samples; recording student learning, using technology for mathematics learning, calculators; generic and specific software and the internet; organising student learning with technology.

Credit Points: 12

AEB2160 MATHEMATICS AND NUMERACY IN EARLY CHILDHOOD

Locations: Melton,

Pre-requisites: AEB1102 - INQUIRY FOR UNDERSTANDINGGAEB1102 may be taken as a corequisite or prerequisite. Pre-service teachers without a recent background in mathematics learning may be required to take AEB1200 Numeracy and Mathematics (or equivalent) as a corequisite or prerequisite.

Descriptions: This aims of this Curriculum, Pedagogy and Assessment unit of study, are that pre-service teachers, during their year-long Project Partnerships, will investigate the ways children learn mathematics and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. The unit of study will introduce the practices of teaching mathematics in early childhood programs, and the early years and middle years of schooling, with an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their Project Partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields;
- More deeply understand the integration of mathematics learning across all development domains (cognitive, social, emotional, physical and language);
- Understand mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum through Project Partnerships;
- Plan and implement learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
- Use a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving, posing and exposition;
• Use or design experiences and lessons that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice;
• Demonstrate familiarity with recent trends in teaching, learning and assessment in mathematics (for example, early childhood and early years numeracy programs, middle years numeracy programs, statewide testing programs, and outcomes-based curriculum;
• Evaluate their own planning, teaching and facilitation of mathematics.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on literacy and mathematics teaching and learning including the application of ICT (2000 words equivalent). Inquiry into an issue in numeracy/mathematics education in early childhood education 50%. Workshop presentation (1000 words).

AEB2163 VISUAL AND CREATIVE ARTS

Locations: Melton,

Pre-requisites: Nil.

Descriptions: The aims of this unit of study are to present pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate a functional working knowledge of the motor and physical development of children from birth through 12 years of age;
• Better understand the health needs of children;
• Plan effective physical education and health programs in both early childhood and primary school settings.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio Common Assessment Task: construction & presentation of a portfolio documenting practice in project partnership with annotations & commentary 50%.

AEB2210 MAKING THE CONDITIONS FOR LEARNING

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB1101 - LEARNING IN A CHANGING WORLD This unit maybe taken as corequisite or prerequisite.

Descriptions: 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 teaches promote safe and secure classroom environments and relationships with students which support learning; document their developing teaching practices and their impact on students and learning using a range of genres and information about students to describe and reflect on their observations; use their descriptive records to generate personal, school-based, theoretical and sociocultural explanations and make connections to key literature explanations that identify characteristics of pedagogy and the conditions for learning which seem most effective in engaging all students; develop confidence in working with groups.
and whole classes of students using an expanding pedagogical repertoire; apply their understanding of learning to support the development of students’ ‘thinking’ reasoning, creativity, meta-cognition and inquiry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Identify, interpret and evaluate specific teaching strategies by relating them to specific theories of learning;
- Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning;
- Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.

Class Contact: Project Partnerships: 16 days (10 days supervised teaching practice). University participation: 24 hours comprising 16 hours in university lectures and workshops and eight hours in online discussion.


Assessment: Portfolio Common Assessment Task: construction & presentation of a portfolio documenting practice in project partnership with annotations & commentary 50% Plus project partnership report (ungraded). Satisfactory progress report by project partnership mentor teacher is required.

Pass grade is required for each task.

AEB2250 HEALTHY ACTIVITY, COMMUNITY AND WELLBEING

Locations: Melton, Footscray Park, Sunbury.

Pre-requisites: AEB1102 - INQUIRY FOR UNDERSTANDING AEB1102 may be taken as a 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 a corequisite or prerequisite.

Descriptions: This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of health, physical and outdoor education with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2110 or AEB4110), pre-service teachers will apply their developing Health, Physical and Outdoor Education understanding and practices to the enhancement of students’ wellbeing and community participation. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans in health, physical and outdoor education; planning, organising and implementing a camp experience; planning sporting carnivals and monitoring student development; planning a children’s healthy activity as a stimulus for learning; understanding personal difference — including gender — and learning in health, physical and outdoor education; understanding children’s wellbeing and resilience as the responsibility of the teacher and the school. Pre-service teachers will also study: community, cultural and economic diversity and participation in physical and outdoor activity, including the place of physical activity in Indigenous communities and enhancing the learning of Indigenous students; the Health Promotion Framework as a community approach to health and wellbeing; designing curriculum units which cater for the diversity of young people’s interests and capabilities; setting up learning environments for active learning through individual, small group and whole class activities; resourcing for health, physical and outdoor education programs, including support on the internet; assessing children’s inquiries and understanding in health, physical and outdoor education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the health, physical and outdoor education curriculum, teaching and learning and the guidelines, procedures and resources available to support the implementation of the curriculum;
- Plan, teach and evaluate purposeful lessons that engage and challenge students and foster their personal wellbeing and their health participation in physical activity at school, outdoors and in the local community;
- Identify a range of strategies for teaching and learning in health, physical and outdoor studies, including integrated and inquiry approaches, effective outdoor management approaches, environmental and community issues and the role of teachers and schools in inter-professional collaboration;
- Demonstrate sensitivity to the cultural basis for young people’s attitudes to and participation in physical and outdoor activity.

Class Contact: Thirty-six hours in lectures and workshops


Assessment: Portfolio Common Assessment Task construction and presentation of a portfolio documenting practice in Project Partnerships with annotations & commentary 50% Also, workshop presentation on community links in partnership setting. Pass grade required for each task.

AEB2251 IMAGINATION, CREATIVITY AND DESIGN

Locations: Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Education is taught, currently:

Pre-requisites: AEB1102 - INQUIRY FOR UNDERSTANDING AEB1102 Inquiry for Understanding (or equivalent) may be taken as a 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.

Descriptions: This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of the Arts, Technology and History with a focus on students in the early and middle years of schooling. Through their participation in Project Partnerships and the formal inquiry in the related Praxis Inquiry unit of study (normally either AEB2110 or AEB4110), pre-service teachers will apply their developing arts and technology understanding and practices to the enhancement of students’ creativity and imagination within an overall historical framework. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children’s imagination and creativity; how children’s awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the Arts Designing curriculum units which integrate a number of curriculum areas, for example, the arts, technology, history and English, through an application of the practice of ‘multi-literacies’; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the arts and technology class programs; assessing children’s inquiry and understanding in the arts, technology and history; using information technology to stimulate young people’s imagination and creativity, for example, through the use of simple computer-mediated art software such as Kidpix, Dabbler and in commercially available software with art/drawing/painting components. The Bachelor of Education does not have formal credit transfer arrangements for specific units of study. Course advisors and enrolment staff will negotiate credit on the basis of previous study, taking into account pre-service teachers’ career intentions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Apply their understanding of how children learn in diverse ways to the Arts (visual arts, computer mediated art, music and performances) and to the design and use of technology;

• Better understand the arts and technology curriculum, teaching and learning in primary schools, and the guidelines, procedures and resources available to support the implementation of the curriculum;

• Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination in arts, design and technology, and generate specific student learning outcomes across curriculum fields;

• Design, trial and evaluate learning activities (curriculum units) which integrate technology and history and apply communication and information technologies;

• Demonstrate awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

Class Contact: Thirty-six hours in lectures and workshops.


Assessment: Portfolio Common Assessment Task: construction and presentation of a portfolio documenting practice in Project Partnerships with annotations and commentary 50%. Also, workshop presentation. Pass grade required for each task.

AEB2252 SCIENCE, ENVIRONMENT AND SOCIETY

Locations: Melton, Footscray Park, St Albans, Sunbury.

Pre-requisites: AEB1102 Inquiry for Understanding or equivalent as co- or prerequisite. Pre-service teachers without a recent background in science learning may be required to take AEB1500 Social and Scientific Inquiry (or equivalent) as a co- or prerequisite.

Descriptions: The unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of Science, Environmental Studies and Geography connected to social contexts. The unit will focus on students in the Early and Middle Years of schooling. Through their participation in Project Partnerships and other learning and teaching situations, pre-service teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans; children’s inquiry into the natural world; constructivist learning theories; the science inquiry process; sustaining and informing children’s awareness of global events and concern for the environment; young people’s geographical and environmental appreciation; issues in Indigenous ways of knowing the world; engaging Indigenous Australian students in learning about science and the environment; designing curriculum units which integrate curriculum areas including Science, Environmental Studies, Geography, Mathematics and English; cross curriculum issues such as ICT, thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; assessing children’s learning.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Apply their understanding of how children develop and learn in diverse ways to the fields of science, environmental science and geography in their Project Partnership setting;

• Design, trial and evaluate curriculum and learning activities (e.g. curriculum units) which integrate Science, Environmental Science and Geography and which apply Information and Communication Technologies;

• Become aware of and be sensitive to Indigenous ways of knowing and how participation in Science, Environmental and Geographical inquiry can engage Indigenous Australian students in learning.

Class Contact: Thirty-six hours in lectures and workshops.


Assessment: A pass grade is required for each of the following tasks.

Portfolio Construction of a portfolio of science education practice 40% The Common Assessment Task is connected to the Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. It will include a unit of work or practice/s in partnerships with accompanying annotations and commentary (1200 words or equivalent). The presentation will demonstrate emerging practice in teaching Science and/or Environmental Studies and/or Geography (800 words or equivalent). The journal will document the journey of learning knowledge, skills and values in Science, Environmental Studies & Geography education (1000 words or equivalent).

AEB2265 SCIENCE ENVIRONMENT AND SOCIETY

Locations: Melton,

Pre-requisites: 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.

Descriptions: The aim of this unit of study is for pre-service teachers to investigate the ways children learn to inquire into the natural world by applying their curiosity and sense of exploration in questions of interest. The unit of study will indicate how constructivist theories of learning enable teachers to plan and implement integrated curriculum programs which engage students in early childhood programs and the early and middle years of schooling in learning. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing curriculum knowledge to specific practical challenges in teaching science, environmental studies and geography in their Project Partnerships.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Apply their understanding of how children develop and learn in diverse ways to the fields of science, environmental science and geography in their Project Partnership setting;

• Better understand inquiry in science, environmental studies and geography and its application in curriculum, teaching and learning in early childhood programs and primary schools;

• Design, trial and evaluate curriculum and learning experiences and activities (e.g. curriculum units) which integrate science, environmental science and geography and which apply information and communication technologies;

• Demonstrate awareness of, and sensitivity to, Indigenous ways of knowing and how participation in science, environmental and geographical inquiry can engage Indigenous Australian children in learning;

• Better understand the integration of science learning across and through all development domains: cognitive, social, emotional, physical and language.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment: Portfolio demonstrating pre-service teacher’s readiness to teach children under 3 & documents the professional contributions the teacher has made. Pass/Fail. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

AEB2266 PRACTICE AND PARTNERSHIP (ECE 0-2)

Locations: Melton,
Pre-requisites: AEB1101 - LEARNING IN A CHANGING WORLD Also required: AEB2150: Reasoning for Problem Solving

Descriptions: In this unit of study, pre-service teachers will: undertake an extended and continuous period of teaching in an early childhood setting with children under three years of age; increasingly take responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge of the major theorists and theories in relation to early childhood development;
- Demonstrate knowledge of the development of 3-8 year olds;
- Demonstrate understanding of individual children's learning styles to program planning into knowledge and curriculum for teaching in science, technology and mathematics.
- Understand the contribution of play to children’s development;
- Form learning-focused relationships with students;
- Contribute to early childhood service and children’s learning by demonstrating the active and collaborative teacher professionalism expected of a developing teacher.
- Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.
- Understand the contribution of play to children’s development;
- Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Twenty days of supervised teaching practice and at least one day of additional agreed/negotiated partnership support. Regular meetings between pre-service teacher, mentor teacher and, when possible, university colleague will be essential support for the pre-service teacher.


Assessment: The pre-service teacher is required to present a formal professional portfolio which demonstrates their developing readiness to teach children under three years and documents the professional contributions the teacher has made to the early childhood service and colleagues. The mentor teacher, in negotiation with the university colleague, will assess the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Attainment of Readiness to Teach (Ungraded).

AEB2283 DEVELOPMENT STUDIES 2

Locations: Melton,
Pre-requisites: AEB1181 - PLAY DEVELOPMENT AND LEARNING

Descriptions: The aim of this unit of study is to enable pre-service teachers to gain a thorough understanding of major theorists and current research across a range of developmental areas including: cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children’s development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Have knowledge and understanding of the development of 3-8 year old children across all developmental domains;
- Demonstrate knowledge of the major theorists and theories in relation to early childhood development;
- Demonstrate an understanding of the current research in relation to the development of 3-8 year olds;
- Understand the contribution of play to children’s development;
- Apply understandings of individual children’s learning styles to program planning in preschool and early years programs;
- Have knowledge and understanding of the main theories and contemporary issues of child development as related to 3-8 year old children;
- Reflect on their own abilities, attitudes, values and beliefs with respect to young children’s learning and development;
- Understand the diversity of human growth and development; the likely impact of culture, family, genetic inheritance and life experiences on development.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Report Report of an investigation of child development & learning of children from 3-8 years that incorporates developmental domains & current approaches 50%

AEB3010 SCIENCE, TECHNOLOGY AND NUMERACY

Locations: Melton, Footscray Park,
Pre-requisites: Nil.

Descriptions: Partnerships experience will provide the context for an investigation into knowledge and curriculum for teaching in science, technology and mathematics. Topics will include: extended investigation of science and technology understanding which develops thinking; understanding and communication skills to encourage exploration in scientific, technological and environmental contexts; development and evaluation of integrated curriculum and inquiry; mathematical understanding required for teaching science and technology; extended curriculum planning: the use of information technology, especially the internet, in supporting teaching and learning in science and technology. Students will undertake extended classroom teaching in the fields of their elective general studies and in science, technology
and mathematics. Connections between science, technology and numeracy and issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Explore the scientific, technological and environmental contexts through the development of understanding and communication skills;
- Understand the basis of teaching and learning in Science, Technology and Numeracy including familiarity with the Science, Technology and Mathematics Curriculum and Standards Framework;
- Demonstrate competence in using information technology in curriculum planning in schools and in associated assignment tasks;
- Plan and evaluate integrated curriculum and inquiry processes in relation to Science, Technology and Numeracy.

Class Contact: Four hours per week, or equivalent, of lectures and workshops plus 23 days Project Partnership for one semester.

Required Reading: Board of Studies, Victoria 1996, Science, technology and mathematics curriculum and standards framework and course advice, Melbourne.

Assessment: Assignment Two written assignments in the form of an essay, journal or folio (50% per assignment) 100% Plus report of satisfactory participation in partnership activities is required.

**AEB3020 CURRICULUM THEORY**

Locations: Melton, Footscray Park,

Pre-requisites: AEB2010 - MATHEMATICS AND NUMERACY EDUCATION Either of the above (or equivalent).

Descriptions: This unit of study will introduce students to current understanding of curriculum, including assessment. Students will be expected to explore the particular features of curriculum in the fields of their general studies majors. The unit will outline the development and evaluation of curriculum. Examples will be drawn from early childhood education, education in the middle years, the compulsory years of secondary education and post-compulsory education, including both the Victorian Certificate of Education and Vocational Education and Training. Students will be expected to investigate these questions through their school-university partnerships. Curriculum forms will be related to particular theories of teaching and learning. The social consequences of curriculum forms will be investigated.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Outline a process for curriculum planning, taking into account the educational and social background of students and the requirements of school and state curriculum documents;
- Discuss the social consequences of particular curriculum forms, with reference to questions such as the connection between wealth, poverty and educational outcomes, the interactions between gender and culture and culture;
- Develop a range of appropriate and competent curriculum plans, normally with the support of a mentor teacher. The plans will include programs in the fields of students’ General Studies majors, and be applicable to at least one of VCE, the Middle Years of Schooling and Early Childhood Education and will refer to formal curriculum documents currently in use in schools;
- Present a set of work samples or other record of teaching and learning based on the curriculum plans. The samples will demonstrate that the curriculum plans were suitable for teaching.

Class Contact: Two hours per week, or equivalent, of lectures and workshops for one semester.


Assessment: Essay To be advised 60%

**AEB3040 INCLUSIVE EDUCATION**

Locations: Melton, Footscray Park,

Pre-requisites: AEB3020 - CURRICULUM THEORY or equivalent

Descriptions: 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 curriculum in early childhood education, the middle years and the role of Vocational Education and Training in the Victorian Certificate of Education. Relevant Government policy documents will be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Recognise the complex implications of government policies which address issues of diversity, equality and disability for the community, parents and school;
- Better understand how to manage the teaching and learning process through inclusive and integrated programs which include the needs of all students;
- Appreciate the need for collaboration and communication between teachers, parents, students, social welfare and community organisations;
- Plan a purposeful program to integrate curriculum across the key learning areas;
- Understand the educational basis and role of assessment and reporting.

Class Contact: Two hours per week of lectures and workshops, or equivalent, for one semester.


Assessment: Essay To be advised 60%

**AEB3110 STUDENT DIVERSITY IN EARLY YEARS EDUCATION**

Locations: Melton, ,

Pre-requisites: AEB2110 - TEACHERS KNOWING CHILDREN Unit may be taken as a co-prerequisite.

Descriptions: This Praxis Inquiry unit of study provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention will be paid to early childhood, the early years and middle years of schooling. The unit of study aims to teach pre-service teachers to recognise how teaching practice is located in early childhood service, school and system organisational structures.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Make connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment;
- Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups;
- Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation;
- Demonstrate an understanding of the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

Class Contact: Project Partnerships: 17 days (five days supervised teaching practice). University participation: 24 hours comprising eight hours in university lectures and eight hours workshops, eight hours in online discussions.


Assessment: Common Assessment Task 50%. This task is connected to the Common Assessment Task for the Curriculum, Pedagogy and Assessment unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Responding to Diversity. The third year portfolio will require pre-service teachers to demonstrate understanding of their experiences teaching in their Project Partnership setting. The emphasis in the task will be on reporting the pre-service teachers’ understanding of student and cultural diversity and their attempts to respond to it in curriculum planning and teaching practice within a curriculum project. Reporting the integration of ICT in support of student learning is an essential requirement (1500 words equivalent). Principles for inclusive practice 50%. An inquiry into the range of strategies and outcomes for individuals and groups trialled during Project Partnership (1500 words equivalent).

AEB3110 RESPONDING TO STUDENT DIVERSITY

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB2110 Teachers Knowing Students as corequisite or prerequisite.

Descriptions: This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. In this unit of study pre-service teachers will articulate and reflect on important questions regarding the impact of teachers’ work on students’ experiences of schooling. The initiating question for the year will be: How do teachers and schools achieve engaged and authentic learning for all students? Pre-service teachers will extend their documentation of practice by incorporating artefacts such as formal and informal interviews with students, a reflective log of a collaborative curriculum plan, an ecological map of a school, school level or program planning including those documenting student learning, pathways and formal school documents such as policy documents, reports and school charts. They will investigate personal, school-based, theoretical and sociocultural explanations of their documented experiences with a focus on the inclusion in learning of the diversity of students encountered in schools. The learning of Indigenous students will be a particular focus. Pre-service teachers will also: propose broad principles and organisational policies for teaching which take into account the range of diversity in Project Partnership settings; demonstrate developing practice which takes account of student diversity by applying different strategies and a range of outcome possibilities for individuals and groups, including the principles underpinning the creation of safe and secure classroom environments; explore the principles and practices of pastoral care programs which are designed to support the wellbeing of students and their continued participation in schooling; develop strategies which encourage students to learn co-operatively with their peers in classrooms characterised by personal and cultural diversity.

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand and apply the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years;
- Better understand curriculum, teaching and learning requirements of two secondary curriculum areas, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
- Design, trial and evaluate curriculum (eg. curriculum units) appropriate for two curriculum fields in the middle years and/or post-compulsory years of schooling;
- Recognise the personal, learning and social effects of curriculum strategies.

Credit Points: 12
Class Contact: Thirty-six hours in lectures and workshops


Assessment: Students will demonstrate a range of skills that relate to self and group maintenance in the outdoors. Practical skills and field work 50%; 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).

AEB3167 LANGUAGE AND LITERACY IN PRIMARY

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study aims to assist pre-service teachers develop their knowledge and understanding of the development of children’s language and literacy skills together with an ability to plan effectively to fully develop children’s literacy learning. The unit aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand reading and writing processes for young children;
• Analyse and evaluate young children’s literature in relation to its appropriateness for particular literacy teaching/learning processes;
• Understand reading and writing processes for young children;
• Appreciate the importance of supporting parents as the first teachers of their children as literacy learners;
• Demonstrate an awareness of how technology can be used to support and enhance young children’s literacy development;
• Demonstrate their ability to plan appropriate literacy teaching, monitoring, recording and evaluation strategies for young literacy learners;
• Understand and apply principles of learning to VELS English Standards.

Class Contact: Three hours per week, or equivalent, comprising one hour lecture and two hours of workshops/tutorials plus 10 days Project Partnerships for one semester. Workshops may include mentored activity with 0-8 year old children.


Assessment: Assignment Two written assignments in the form of an essay, journal or folio (3000 words) (50% per assignment) 100% Plus report of satisfactory participation in partnership activities (ungraded).

AEB3172 MANAGEMENT, ADVOCACY AND LEADERSHIP

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study will include current understandings and implementation of all management practices and policies and how social and economic policies determine the direction of early childhood services. Pre-service teachers will be expected to develop an understanding of how policies are developed to support service delivery in relation to gender, ethnicity and disability. Current and future trends in early childhood services will be explored as will the nature and development of leadership, mentoring and advocacy for children and families.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand how social and economic policies determine the direction of early childhood services;
• Know and undertake professional responsibilities in early childhood programs;
• Understand the policy framework for early childhood services in Australia;
• Advocate for children, families and effective early childhood service delivery;
• Know, understand and apply skills of leadership and advocacy in early childhood services;
• Participate in mentoring programs.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Portfolio Folio of administrative/partnership experiences that focus on three selected areas of administration and/or management (1500 words or equivalent!) 50%

AEB3173 CRITICAL CONTEMPORARY ISSUES IN EARLY CHILDHOOD

Locations: Melton,

Pre-requisites: Nil.

Descriptions: The aim of this unit of study is to assist pre-service teachers in interpreting and critically analysing current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Be expected to understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts;
• Be able to analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.

Assessment: Review Critical review of two current research reports on early childhood development or education (1500 words or equivalent) 50%

AEB3184 CURRICULUM THEORY

Locations: Malton,
Pre-requisites: Nil
Descriptions: The aim of this unit of study is to enable pre-service teachers to gain a critical and thorough understanding of a range of theoretical and practical approaches to teaching, early childhood learning and children’s development. Pre-service teachers will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Critically understand a range of approaches to teaching and learning;
• Understand and analyse a range of different theoretical and practical perspectives in relation to early childhood learning and development;
• Apply theoretical knowledge to a range of early childhood settings and contexts;
• Analyse issues related to the provision of appropriate early childhood programs and practices in culturally diverse communities;
• Articulate their own philosophy of early childhood education, and critically reflect upon the influences underpinning their beliefs about learning and teaching.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment Personal philosophy and curriculum statement (1500 words) 50%

AEB3210 COLLABORATING FOR ACCESS AND SUCCESS

Locations: Malton, Footscray Park, St Albans, Sunbury,
Pre-requisites: AEB2110 - TEACHERS KNOWING CHILDREN
Descriptions: This unit of study will connect with and complement Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. Pre-service teachers will: articulate and reflect on important questions about the impact of teachers’ work on students’ experience of schooling starting with the questions: What forms of professional collaboration support all students to learn successfully? How do teachers work together and with other professionals to support engaged and authentic student learning? Pre-service teachers will: document their contribution to a collaborating team of teachers, focusing on their participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs. They will also: encourage students to work collaboratively in teams, exemplifying a community of learning, reflection and inquiry; explore the range of explorations and practices of effective teacher collaboration, including the structures and cultures of schools and school systems; engage in social and theoretical inquiry and generate an understanding of their preferred professional learning pathways and the ways in which inter-professional collaboration supports their professional development; report developing practice which demonstrates that they have made a substantial contribution to a collaborating team of teachers who are responsible for the learning of a group of students.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning;
• Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
• Demonstrate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation.

Class Contact: Project Partnerships: 28 days (20 days supervised teaching practice).


Assessment: Portfolio Common Assessment Task: use of portfolio to demonstrate understanding of their experiences teaching in their Project Partnership setting (2000 words) 50% Plus Project Partnership Report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3250 PEDAGOGY FOR INCLUSION

Locations: Malton, Footscray Park, St Albans, Sunbury,
Pre-requisites: AEB2250 - HEALTHY ACTIVITY, COMMUNITY AND WELLBEING One of the above units as either a prerequisite or corequisite
Descriptions: This unit of study will be organised as plenary/special interest groups with all pre-service teachers participating in a common program on the challenge of, and pedagogy for, the inclusion of students in learning. They will also attend special interest workshops which will relate the concepts and practices in the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings. Topics will include: common program: curriculum and pedagogy which respond constructively and inclusively to social division, poverty and education, education for a multicultural and anti-racist society and gender inclusive education; pedagogy appropriate for teaching Indigenous Australians. Inclusive approaches to teaching and learning for students with special abilities and needs including the development and application of the individual learning management plan; establishing relationships between teachers and students, and students, parents and teachers, including reporting to parents. The specific strategies schools and teachers can use to maintain safe and secure learning environments and support learning-focused relationships with and among students, including the pastoral care program as a curriculum feature, key issues in government policies relating to diversity, equality and disability. Pre-service teachers will also examine: inter-professional collaboration between teachers, social welfare and integration colleagues; special interest workshops: within the framework of the common program to the particular learning areas (normally two) for which they are preparing to teach in secondary settings; 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.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Understand and apply inclusive curriculum planning and teaching which take account of the diversity of students’ abilities and of their social and cultural backgrounds;
• Better understand curriculum, teaching and learning requirements of two secondary curriculum areas, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
• Generate consistent and sustainable classroom management practices whose goal is to engage students in learning;
• Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Foreman, P (ed) 2004, Inclusion in action, Thomson Learning, Southbank, Victoria. Victorian Curriculum and Assessment Authority, current curriculum policies and documents. In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards. Victorian Curriculum and Assessment Authority 2004-5, VCE Units 1-4 Study Guides for all relevant learning areas.

Assessment: Portfolio Common Assessment Task: use of portfolio to demonstrate understanding of experiences teaching in Project Partnership setting 50%.

AEB3252 ORIENTATION TO PRIMARY SCHOOLS

Locations: Melton,

Pre-requisites: Nil

Descriptions: Partnership experience is the context for this unit of study. Pre-service teachers will bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of VELS and how it relates to the developmental, learning and educational needs of children in a primary school.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate familiarity with the primary school setting;
• Understand VELS and how it matches developmental needs, identified in early childhood;
• Demonstrate familiarity with school focused policies and programs;
• Understand the structure and functions of the Department of Education;
• Demonstrate a working knowledge of the role of the Victorian Institute of Teaching.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials.


Assessment: Portfolio Common Assessment Task: documenting practice in Project Partnership with annotations and commentary 60% Plus Project Partnership Report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3268 PRACTICE IN PARTNERSHIP 1 (ECE 3-6 YEARS)

Locations: Melton,

Pre-requisites: AEB2110 - TEACHERS KNOWING CHILDREN Unit may be taken as corequisite or prerequisite.

Descriptions: 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 systemic 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Explain the nature of communication in professional collaboration, especially through the development of professional discourses of inquiry and teacher professional development;
• Demonstrate the use of a range of approaches to reflect on, and improve practice, especially in ongoing planning and evaluation;
• Develop a personal educational and child learning philosophy which will inform their practice as they enter the profession;
• Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
• Take full responsibility for the planning and implementation of programs for whole group/groups of 4-5 year old children in extended practice;
• Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university colleague(s), a readiness to teach;
• Meet the professional requirements of the beginning teacher as indicated by Early Childhood Australia.

Class Contact: Project Partnerships: 20 days (20 days supervised teaching practice). University participation: 12 hours comprising eight hours in university lectures and workshops, four hours in online discussion.


Assessment: Professional portfolio 100%. The graduating early childhood teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood teaching profession and documents the professional contributions the graduating teacher has made to the early childhood service, program and colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of child learning (2000 words equivalent). Principles for inclusive practice (Ungraded). An inquiry into the range of strategies and outcomes, for individuals and groups, trialled during Project Partnership (1000 words equivalent). Review of Inquiry (Ungraded). Mid-semester presentation of observations about the trialling of teaching strategies (1000 words equivalent). Project Partnership Report (Ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

AEB3285 INCLUSIVE PRACTICE IN EDUCATION

Locations: Melton,

Pre-requisites: AEB2265 - SCIENCE ENVIRONMENT AND SOCIETY Unit may be taken as corequisite or prerequisite.

Descriptions: This unit of study aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the Praxis Inquiry Protocol will encourage pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their Project Partnerships. A particular emphasis of the Year 3 curriculum and pedagogy units of study will be to extend pre-service teachers’ focus on early childhood and classroom teaching and learning to the broader organisational question of the way in which schools can take account of the personal, cultural and social conditions of education to include all students in learning.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand and apply inclusive curriculum planning and teaching which take account of the diversity of children’s/students’ abilities and of their social and cultural backgrounds;
- Understand the developmental, curriculum and teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of the curriculum;
- Generate consistent and sustainable early childhood service and classroom management practices whose goal is to engage students in learning;
- Demonstrate familiarity with the form of, and processes for, negotiating individual learning management plans.

Class Contact: Three hours or equivalent per week comprising one hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Report Common Assessment Task: demonstrate understanding of experiences teaching in Project Partnership setting 50%

AEB4010 PHYSICAL EDUCATION, HEALTH AND COMMUNITY

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: Partnership experience will provide the context for an investigation into knowledge required and curriculum for teaching in the area of health and physical education. Topics will include the need to enhance the health status and physical and outdoor activity levels of young people; educational issues which take into account sociocultural issues and community health needs and practices; the application of the CSF to authentic teaching practice; and partnerships which focus on programs that can respond to the health needs of the community. The development of school curriculum documents will be considered. Connections between PE and health issues related to gender, cultural and economic diversity, ethnicity and Australia’s Indigenous population, will be investigated.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Four hours per week, or equivalent, in lectures and workshops and 15 days in partnerships for one semester.


Assessment: Assignment Two written assignments in the form of an essay, journal or folio (50% per assignment) 100% Plus report of satisfactory participation in partnership activities.

AEB4110 CHANGE AND SOCIAL JUSTICE

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB3110 - RESPONSING TO STUDENT DIVERSITY May be taken as corequisite or prerequisite.

Descriptions: This unit of study connects with, and complements, Project Partnerships and the Curriculum, Pedagogy and Assessment study being undertaken in the same semester. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners, pre-service teachers will ask: How do I take responsibility for student learning? What areas of competence do I need to work on if I am to become an active, reflective practitioner? They recognise how schools and teachers can encourage students to be engaged with, and to work for, the improvement of their own communities; work with mentor teachers to generate sustainable and effective approaches to the documentation of professional practice; investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society; work with mentor teachers, Year 4 colleagues and university colleagues to generate a personal educational philosophy which will inform their practice as they enter the profession; demonstrate to their mentor teachers that they are ready to accept the responsibility for working with a whole class of student groups in extended practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Develop a personal education philosophy that will inform their practice as they enter the profession;
- Demonstrate a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher;
- Take greater responsibility for working with a whole class of students in extended practice in semester two;
- Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on, and improve practice, especially in ongoing planning and evaluation.

Class Contact: Project Partnerships: 14 days (five days supervised teaching practice). University participation: 36 hours comprising 24 hours in university lectures and workshops, 12 hours in online discussion.

Required Reading: Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Victorian Institute of Teaching, Melbourne.

Assessment: Report Documenting of practice in Project Partnerships with reflective annotations & commentary 50% Plus Project Partnership report (ungraded). Satisfactory progress reported by Project Partnership mentor teacher.

Total effective word limit 3000 words.

AEB4150 CURRICULUM AND INNOVATION

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB3150 - ENGAGEMENT AND PATHWAYS Unit may be taken as corequisite or prerequisite.

Descriptions: The focus of this unit of study is the formation of the school curriculum as the negotiated outcome of personal, cultural and social/socioeconomic interests. Pre-service teachers apply their developing understanding of these interests in an examination of how schools and teachers generate curriculum innovations which engage students in learning through the integration of multiple learning areas and disciplines. Curriculum integration is exemplified by an inquiry into Indigenous Australia with Civics and Citizenship Education. In addition, pre-service teachers strengthen their overall curriculum understanding and practices by undertaking a self-directed evaluation and professional development strategy which will be supported by Year 4 colleagues, school mentors and the unit of study lecturers. They will be involved in: integrating Indigenous Australian culture and history into the school curriculum; collaborative curriculum innovation; setting up the classroom for authentic inquiry-based learning (eg. student groupings, individual/group/whole class activities); negotiating the curriculum; formative and summative assessment strategies, anecdotal observations and authentic assessment approaches such as student learning portfolios and student self-assessment. ICT software and online resources are available to support student learning in specific curriculum areas.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Review their personal understanding and the practices of the curriculum, pedagogy and assessment approaches required of the successful graduating teacher;
- Generate a personal commitment to, and understanding of, innovation in education;
- Undertake a successful collaborative curriculum/pedagogy innovation project with an explicit social justice intent.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Teaching studies of society and environment, Marsh, C 2001, French's Forest, NSW: Pearson Education. Victorian Curriculum and Assessment Authority, Current curriculum policies and documents (In 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards).

Assessment: AEB4150 provides pre-service teachers with an opportunity to demonstrate their developing skills as an activist reflective practitioner and their awareness of the changing nature of education. Project Prepare and present a curriculum innovation (unit of study) 50% Total effective word limit 3000 words.

AEB4169 MATHEMATICS AND NUMERACY IN PRIMARY

Locations: Melton, Footscray Park, Sunbury, Melton, Three hours per week for one semester comprising one one-hour lecture and two hours of workshops/tutorials/centre visits.


Assessment: Assignment Two written assignments in the form of an essay, journal or folio (3000 words) (50% per assignment) 100% Plus report of satisfactory participation in partnership activities.

AEB4170 ACTION RESEARCH IN EDUCATION 1 (FULL-TIME)

Locations: Melton, Footscray Park, Sunbury, Pre-requisites: Nil.

Descriptions: This unit of study aims to: recognise that the focus of curriculum change is the relationship between teacher and children in the classroom; promote formal and systematic reflection by teachers on their classroom practice; link the theoretical and practical orientations of the Department of Education and its courses with curriculum planning and action by teachers in schools in the western region; provide teachers with the opportunity to base significant curriculum research on the planning, teaching and evaluation of their classroom work; ensure that the theoretical understanding gained from the unit is supported by evidence based on the implementation of curriculum in the classroom in the Action Research project area; provide opportunities for teachers in western region schools to work with staff from the Department of Education on curriculum research projects.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Full-time program: 20 days per semester (or equivalent) in the integrated interdisciplinary Action Research project. Part-time program: 10 days per semester (or equivalent) in the integrated interdisciplinary Action Research project.

Required Reading: To be advised by lecturer.

Assessment: Participation Attendance and participation 50% All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4174 ACTION RESEARCH 1

Locations: Footscray Park, Sunbury, Pre-requisites: Nil.

Descriptions: This unit of study will introduce students to action-based research in youth, education and community-focused settings by their placement in such settings. Students will plan and implement a specific activity based on a literature review and participation in professional practice. The unit will expect students to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed will include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study will encourage students to work together in co-operative groups.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the importance of being a reflective practitioner;
- Develop evaluation tools for a range of programs and community research;
- Identify and implement a range of research tools;
- Develop a research proposal;
- Use literature in identifying good practice;
- Identify a range of literature useful to professional practice debates.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.

Assessment: Research Paper Research plan (3000 words) 50%

AEB4181 YOUTH POLICY AND PRACTICE 1

Locations: Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study will be constructed around an inquiry by students into the policy and organisational context of their professional practice, with particular attention given to the application of social theory to questions of social justice and social action. Topics to be examined in relation to youth policy formulation and implementation will include: the organisation of government and non-government organisations, the professional-bureaucratic interface, the emerging professionalism of the youth worker, issues of case management, young people’s rights and negotiating with young people.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Meet the professional requirements of the beginning teacher as indicated in the Victorian Institute of Teaching Professional Standards for Full Teacher Registration from learning-focused relationships with students;

• 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 relationships with students;

• Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Review Review of policy and procedural documents related to the student’s professional practice (2000 words) 50%

AEB4210 PRACTICE IN PARTNERSHIP

Locations: Malton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB4110 - CHANGE AND SOCIAL JUSTICE

Descriptions: In this unit of study pre-service teachers undertake an extended and continuous period of teaching in a primary school; take increasing responsibility for the classroom program, as professional competence develops; manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague); meet regularly with mentors to monitor the developing competence and confidence of the pre-service teacher.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;

• Prepare a convincing application for relevant teaching in educational settings;

• Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact: Thirty-six hours in lectures and workshops.

Required Reading: Victorian Curriculum and Assessment Authority, current curriculum policies and documents (in 2005, the Curriculum and Standards Framework (II) was replaced by the Victorian Essential Learning Standards); Professional standards for full teacher registration, Victorian Institute of Teaching 2003, Melbourne: Victorian Institute of Teaching

Assessment: To pass the unit of study the graduating pre-service teacher must be judged as ‘Satisfactory’ in readiness to teach and have at least obtained a pass grade in the Professional Portfolio component. The grade for the unit of study will be that awarded to the Professional Portfolio on the condition that the pre-service teacher has been judged as ‘Satisfactory’ in readiness to teach. Professional Portfolio 100%. The graduating teacher will be required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. Attainment of readiness to teach (ungraded). Mentor teacher(s), in negotiation with school partnership coordinator and university colleague, assesses the practice of the pre-service teacher. The pre-service teacher should participate in these negotiations. Portfolio Demonstration of competence to teach 100% Total effective word limit 3000 words.
Assessment: Portfolio Professional portfolio 100% The graduating teacher is required to present a formal Professional Portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues.

Total effective word limit 3000 words.

AEB4212 JOINING THE TEACHING PROFESSION

Locations: Melton,

Pre-requisites: AEB4110 - CHANGE AND SOCIAL JUSTICE

Descriptions: This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines;

• Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;

• Prepare a convincing application for relevant teaching in educational settings;

• Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

Class Contact: Two hours or equivalent per week comprising one one-hour lecture and one hour of workshops/tutorials/centre visits.


Assessment: Portfolio Professional portfolio 100% The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. The professional portfolio will need to show that the graduating teacher has applied ICT in support of student learning (3000 words equivalent).

AEB4250 PROFESSIONAL ORIENTATION

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB4150 - CURRICULUM AND INNOVATION

Descriptions: This unit of study gives pre-service teachers a critical overview of teachers’ professional responsibilities as staff in schools and in school systems. The emphasis in the unit is to ensure that graduating pre-service teachers are aware of the organisational and legal conditions of teachers’ work in forming relationships with and teaching students; planning and managing curriculum and pedagogy; working with colleagues including the school leadership team. Issues to be covered include: relationships between teachers and employers, and with school principals and school councils; collaboration and the teaching profession; the personal and collective nature of teaching practice; establishing work-life balance; legal responsibilities of teachers; mandatory reporting; the role of professional associations and teacher unions; school-community relationships; employment and promotion in schools and education systems; the role of the Victorian Institute of Teaching and the application of the Institute’s Standards of Teaching; teacher professional development and equity-based school change eg. through the development of school priorities; the professional portfolio as a means of recording practice and the attainment of professional standards as the starting point for developing a personal professional development strategy. Pre-service teachers examine these issues using two general approaches: by participation in professional conversations with mentors in their Project Partnership schools, and by attendance at formally-organised workshops and seminars at university where advice will be provided by external colleagues (including school principals, school system officers, teacher union officers) with expertise in particular fields.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration;

• Explain, for example in an interview for employment, their understanding of the legal and organisational responsibilities required of the beginning teacher;

• Confidently articulate the understanding of the organisational and systemic conditions of teachers’ work needed to make judgements about possible employment situations.

AEB4215 PRACTICE IN PARTNERSHIP (VET-SECONDARY TEACHING)

Locations: Melton, Footscray Park, St Albans, Sunbury,

Pre-requisites: AEB4110 - CHANGE AND SOCIAL JUSTICE

Descriptions: In this unit of study, extended participation in a partnership setting will provide graduating teachers with the opportunity to strengthen personal understanding and teaching and to show that they have acquired the knowledge, understanding and practical competence needed to join the teaching profession.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate, to the satisfaction of the assigned mentor teacher(s) and university mentor(s), their readiness to teach;
On successful completion of this unit, students are expected to be able to:

- Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and at the Graduate teacher level of the preschool validation process;
- Explain, for example in an interview for employment, their understanding of the legal and organisational responsibilities required of the beginning teacher in both early childhood and primary settings;
- Confidently articulate an understanding of the organisational and system conditions of teachers’ work needed to make judgements about possible employment situations.

Class Contact: Two hours or equivalent per week comprising one hour lecture and one hour of workshops/tutorials/centre visits.


Assessment: Professional portfolio 100%. The graduating teacher will be required to present a formal professional portfolio which demonstrates readiness to join the early childhood 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).

AEB4270 ACTION RESEARCH IN EDUCATION 2

Locations: Melton, Footscray Park, Sunbury

Pre-requisites: Nil

Descriptions: Teachers enrolling in the unit of study will participate in Action Research teams of about 15 students, although the number of students may vary in each team. Each team will select from a range of research projects which are of current interest and are related to the equity and multicultural policies of the Department of Education. The exact nature of each team’s project and the specific content of an individual student’s project will be a matter for negotiation between students and the Department of Education. The aims of the unit is to: provide practising teachers with the opportunity to prepare, implement and evaluate a plan for research in a particular curriculum area; introduce students to the discourse, literature and method of the collaborative Action Research process; develop students’ competence in the formal recording of the progress of research in a particular curriculum area; develop students’ skills in critical reflection of the progress of the collaborative Action Research project through the keeping of a personal journal.
report the progress in literary and other formats of collaborative action research in particular curriculum areas to the education and wider communities.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Full-Time program: 20 hours per week in the integrated interdisciplinary Action Research project. Part-Time program: 10 hours per week in the integrated interdisciplinary Action Research project.

Required Reading: Kemmis, S & McTaggart, R 1982, The action research planner, Deakin University, Geelong.

Assessment: Report Research plan 40% All components of assessment must be completed satisfactorily to pass the unit of study.

AEB4274 ACTION RESEARCH 2

Locations: Footscray Park,

Pre-requisites: AEB4174 - ACTION RESEARCH 1 or equivalent

Descriptions: Students will implement and report on an Action Research project located in a youth, education or community setting in which they are located. Students will be expected to participate in workshops in which they will report on their project findings. Particular attention will be given to the identification of projects’ intended and unintended consequences, including the interactions between structural constraints and democratic action.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an enhancement of their skills in the following areas: goal and outcomes setting, data collection and interpretation in Action Research, writing for professional audiences, journal and case writing, outcomes-based evaluation, formulation and presentation of findings of an Action Research project;
- Work together in co-operative groups.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Journal Maintenance of journal 25%

AEB4282 YOUTH POLICY AND PRACTICE 2

Locations: Footscray Park,

Pre-requisites: AEB4181 - YOUTH POLICY AND PRACTICE 1 or equivalent

Descriptions: Students will acquire the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. Topics will be selected from the following: responding to national and state policy; working in teams to plan and write submissions for funding to national, state and non-government funding agencies; program evaluation and reporting; managing a funded program; developing strategies for case management and empowering young people through their participation in a formally organised youth project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate skills and knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy;
- Better understand how youth policy impacts on young people, youth workers, teachers and service providers in this state;
- Understand the broader impact of policy in constructing positive outcomes for young people;
- Consider the role of policy in youth development and its contribution to overall national development;
- Demonstrate the development of skills and knowledge regarding the theory/s that underpin and involves youth policy;
- Develop a Policy and Implementation Plan relevant to young people.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one-two hour workshop. Students will be expected to be participating in regular professional practice.


Assessment: Assignment Preparation of a program document (submission, evaluation, report) related to each student’s professional workplace (2000 words) 50%
reflective activity will include the student leading a discussion on an issue from the workplace and seeking resolution and problem-solving with peers. This activity will require the student to reflect on relevant theory and good practice when presenting the issue for discussion.

**AEB4284 REFLECTIVE PRACTICE SEMINAR**

**Locations:** St Albans,  
**Pre-requisites:** AEB4174 - ACTION RESEARCH 1  
**Descriptions:** In conjunction with the Professional Practice unit, this seminar aims to engage students in an action reflection process based on their placement experiences and develop a professional portfolio that will embed theory and practice links and enhance students’ employment opportunities upon graduation.  
**Credit Points:** 12  
**Learning Outcomes:** On successful completion of this unit, students will be able to:  
- Demonstrate the development of a stronger action reflection framework for their practice;  
- Identify the roles and responsibilities involved in working as a practitioner with young people within communities;  
- Document the requirements of organisation and agency policy in relation to young people;  
- Identify good practice in relation to the process of referrals, adequate follow-up, and the requirements of duty of care and legal liability.  
**Class Contact:** Two hours per week for semester two.  
**Required Reading:**  
**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.

**AEE5101 ACTION RESEARCH 1**

**Locations:** St Albans,  
**Pre-requisites:**  
**Descriptions:** This unit of study aims for students to engage in action research based on research proposals written in AEE5101 Action Research 1. Students will develop an understanding of data collection, analysis, formulation and professional presentation of their Action Research projects.  
**Credit Points:** 12  
**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:  
- Identify and implement a range of research tools;  
- Develop a research proposal;  
- Use literature in identifying good practice;  
- Identify a range of literature useful to professional practice debates.  
**Class Contact:** 3 hours or equivalent per week comprising seminars and tutorials  
**Assessment:** Assignment Research plan (2000 words) and presentation (equivalent 1500 words) 75%
• Demonstrate an awareness of the effect a child with an additional need can have on the family and early childhood service;
• Demonstrate their understanding of government policy related to the education and inclusion of children with additional needs.

Class Contact: Tutorials, workshops

Required Reading: Raising champions: a parents’ perspective, Coates, P 2005
Melbourne: Lothian

Assessment: Essay Children with additional needs 50%

AEE5104 LEARNING, TEACHING AND SOCIAL JUSTICE

Locations: St Albans,

Pre-requisites:

Descriptions: This unit of study provides an opportunity for students to develop their practices as activist reflective practitioners. With a focus on the changing nature of education, early childhood services and teaching, they will systematically explore how teachers can express commitment to social justice in education as they take responsibility for children's learning and development in their early childhood program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Further develop their personal educational philosophy which will inform their practice as they work in the early childhood profession;
• Develop a successful relationship, based on a professional discourse about teaching and learning, with student colleagues and university staff;
• Demonstrate the use of a range of approaches used by the competent professional teacher to reflect on and improve practice, especially in ongoing planning and evaluation;
• Consider their professional roles in relation to social justice and advocacy in early childhood.

Class Contact: Tutorials and workshops

Required Reading: Making hope practical: school reform for social justice, McNamey, P 2004, Flaxton QLD: Post Pressed

Assessment: Report Research Report 40%

AEE5106 CONTEMPORARY ISSUES IN EARLY CHILDHOOD CONTEXTS

Locations: St Albans,

Pre-requisites:

Descriptions: The aim of this unit is for students to interpret and critically analyse current issues and research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand, identify and discuss the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts;
• Analyse issues related to the provision of appropriate early childhood services in culturally diverse communities.

Class Contact: Tutorials and workshops


Assessment: Assignment Research review 50%

AEE5107 INDIGENOUS STUDIES

Locations: St Albans,

Pre-requisites:

Descriptions: This unit of study will critically explore the history and sources of Aboriginal culture and knowledge in developing an understanding of Aboriginal culture and the role of community, family and young people in that culture. A social history approach will be used to explore how we interpret colonial and indigenous versions of history in Australia.

Credit Points: 12

Learning Outcomes: At the completion of this unit of study, students are expected to be able to:
• Understand the history and sources of Aboriginal culture and knowledge;
• Identify key aspects of Aboriginal culture including the role of young people;
• Understand Aboriginal cultural expressions and identities;
• Understand the social history approach to exploring indigenous and non-indigenous experiences in Australia.

Class Contact: Tutorials and workshops


Assessment: Report Reports of reading (1500 words) 33%

AEF1005 SURVEY OF ART 1

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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. Lecture topics include: defining art; art history and theory; power, politics, religion and revolution; modernism; postmodernism and post-history; the body, the gaze and issues of gender.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Understand the evolution of the art of the western world and of the structures within art history and theory;
• Formulate and/or strengthen understanding of the art of the western world and thereby facilitate an appreciation of current art and art issues within a social, historical and political framework;
• Demonstrate experience of a wide variety of artists, art practices, art ideas and theories both past and present;
• Demonstrate proficiency in verbal and written critical and analytical skills to enhance their ability to position their own creative practices, in an informed and professional manner, within our contemporary analogue and digital art societies.
Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

Required Reading: In order to keep abreast of current art history and theory issues the required reading will be supplied by the lecturer.

Assessment: Essay As advised by lecturer 40% Total EWL 3000 words

AEF1008 CYBERCULTURE STUDIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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 cybercrime: viruses, security, hoaxes and spam. There will also be a focus on the ways in which different technologies have shaped the studio practices of visual artists, in particular the relationship between cyberculture and the production of visual arts. Tasks and projects include visits to virtual art galleries and museums, research and analysis of web-based electronic art and the collaborative production of a virtual art gallery online.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be expected to be able to:

• Understand some of the philosophies underpinning contemporary cyberculture;
• Apply principles of cyberculture to their current art practice in the form of a website;
• Express both verbally and in written essay form an understanding of aspects of cyberculture in response to set topics;
• Conduct independent and collaborative research in cyberculture and evaluate appropriate and meaningful information in web and text-based mediums

Class Contact: Three hours per week for one semester comprising one two-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.

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.

Assessment: Presentation Tutorial presentation and class/on-line participation 20% Total EWL 3000 words

AEF2006 VIDEO ART

Locations: St Albans,

Pre-requisites: ACF1095 Survey of Art.

Descriptions: Through advanced projects involving digital time-based media and a variety of visual technologies, students will produce refined artistic statements involving elements of video, digital media, animation and audio. Lectures will focus on advanced conceptual and experimental approaches to video and digital media related to current developments in contemporary art.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the techniques of filmmaking as related to video art;
• Develop their skills in camera work, sound, lighting and editing so as to be able to produce a successful video artwork;
• Conceptually develop a major video artwork as well as consider what is involved with its installation. (Students will be guided through this process).

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: Project Group video project 50% Total EWL 3000 words
Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-nine hours for one semester including lectures, workshops or equivalent.


Assessment: Assignment Written assignment (4000 words) 75%

AEG1303 RECENT DEVELOPMENTS IN CURRICULUM

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: Students will work through a range of classroom applications for new or changing content in a particular key learning area. They will develop skills and strategies for planning and include these new content areas into the curriculum and learning program for their classroom.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Eighteen hours of workshops and 21 hours in a school-based independent Action Research project.

Required Reading: Board of Studies 1995, Curriculum and standards framework, Board of Studies, Carlton.

Assessment: Report Report of action research project (3500 words) 100%

AEG1310 PORTFOLIO DEVELOPMENT

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit explores how to construct a professional portfolio which demonstrates professional action learning and reflects its relationship to the improvement of learning of the learner’s students. It explores the needs and strengths of the practice of the professional educator in terms of teaching, learning, pedagogy and research. It identifies what counts as artefacts of practice and differentiates between artefacts of practice and artefacts as evidence of practice, knowledge and capability. Students will organise a portfolio for effective demonstration of knowledge, practice, capability and improvement as well as provide a critical reflection by making connections between practice and research. Students will investigate various portfolio forms, including e-portfolio, exhibition, film etc.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


Assessment: The student will prepare a comprehensive portfolio of professional experience (4000 words or equivalent, ungraded). The assessment of the portfolio will be conducted using two formats in which the student must address the learning outcomes for the unit: Verbal presentation of portfolio of professional practice 50%; and based on a review of relevant research and literature in the field, prepare a written professional statement of practice which includes a referenced reflection on practice that is documented in the portfolio (1000 words) 50%.

AEG1411 ACTION RESEARCH PROJECT

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study will examine the following topics: Action research in education and training: What is it and why use it?; Planning an Action Research project; paradigms of knowledge and epistemology in Action Research; Action Research evaluation of curriculum; Action Research and action learning; traditional research and issues of methodology; planning and conducting an Action Research project; gathering data for Action Research; and ethical issues in Action Research.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: The assessment for this unit of study will be negotiated and will include the following tasks: Assignment 2000 words 40%

AEG1501 CURRICULUM

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study will include: theory and practice of curriculum in education and training; methods for undertaking an inquiry about curriculum; historical, social, political, cultural and economic conceptualisation of curriculum; models of curriculum; adult and individual learning processes and patterns that influence curriculum development; factors that can make curriculum flexible and responsive to the experiences of learners; critique of the values informing curriculum development; intended and actual curriculum; curriculum perspectives on technology and learning processes; strategies for engagement in collaborative curriculum development processes; methods for the critique of curriculum and competency frameworks; evaluation of resources for active participation by teachers, students and parents in curriculum review and development processes; strategies for facilitation and leadership in curriculum action at the personal, professional, school, community and institutional levels.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

- Analyse the historical, social, political and economic factors influencing curriculum conceptualisation in a range of cultural contexts;
- Relate learning theories, principles and practices to curriculum;
- 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;
AEG1502 EVALUATION

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 16

Learning Outcomes: To be advised.

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. The assessment includes: Examination Oral presentation (500 words) 20%

AEG1504 INNOVATION

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


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: Examination, report writing, assignment, podcasts, and online blogs.

AEG1651 NEW LEARNING

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1652 - SOCIAL CONTEXT OF TEACHING AND LEARNING

Descriptions: This unit of study will adopt an inquiry approach whereby students will explore the development and implementation of new learning in Victorian and interstate. Pre-service teachers will identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. In particular students will examine and critique new curriculum developments such as the Essential Learning Standards as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies (podding, blogosphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Explain contemporary theories and practices of new learning;
- Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools;
- Introduce elements of new learning, where appropriate, into their practice;
- Communicate effectively using academic and professional protocols and standards.

Class Contact: Three hours per week


Assessment: Assignment Group task - poster/ website 40%
competent and reflective members of the teaching profession.’ This unit will analyse
the premise that schools do not exist in isolation from the society which surrounds
them and that they are part of a complex ecological system. During the semester we
will examine the social, cultural, economic and political trends which impact upon
schooling and which contribute to its complexity.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week.

Required Reading: Bourdieu, P 1977, Reproduction in education, society and
culture, Sage Publications, London. Martino, J 2005, Approaches to teaching and
schooling: equity and quality in mass secondary education in Australia, Melbourne
University Publishing, Carlton, Victoria.

Assessment: Assignment Group task - poster/ website 40% Plus hurdle tasks
(collection of teaching and learning artefacts) (ungraded).

AEG1653 APPROACHES TO TEACHING AND LEARNING 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students 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.

Class Contact: Three hours per week (plus 20 days of supervised teaching practice
and 10 days Project Partnerships).

Required Reading: VCAA 2005, Victorian Essential Learning Standards, Victorian
teaching and learning, Nelson Custom Publishing, Melbourne. VIT 2003, Standards
of professional practice for full registration approval, Victorian Institute of Teaching,

Assessment: Assignment Group Task - lesson plan/teaching theory exposition
(1000 words) 40% Plus hurdle tasks (collection of teaching and learning artefacts)
(ungraded).

AEG1654 APPROACHES TO TEACHING AND LEARNING 1

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1653 - APPROACHES TO TEACHING AND LEARNING 1

Descriptions: This unit of study is designed to extend and supplement the
knowledge and skills developed in Approaches to Teaching and Learning 1 and the
discipline studies studied in the Graduate Diploma in Secondary Education. In this
unit of study pre-service teachers will continue to examine: aspects of different
learning theories as they relate to lesson planning and implementation; classroom
management strategies including a variety of discipline and pedagogical skills
and practices; issues related to assessment methods, legal and safety aspects of
teaching, and student welfare issues. As in Approaches To Teaching and Learning 1
the central focus in this unit is on learning: What is it that creates an effective
learning environment that is inclusive of all students? And how do we evaluate
whether this has been achieved? The Praxis Inquiry protocol will continue to be
utilised in this unit to help unpack our understanding of how learning occurs and how
pre-service teachers can improve their pedagogical practices.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Document their understanding of a wide range of teaching and learning
(pedagogy) theories and practices;
• Generate working explanations for the diversity of student learning encountered
during Project Partnerships;
• Present a record of satisfactory practice in Project Partnerships showing they
have taken account of the diversity of student learning;
• Demonstrate their capacity to document lesson/curriculum planning and the
assessment of student learning;
• Demonstrate the use of a range of approaches to reflect on and improve
practice;
• Develop and present a professional portfolio.

Class Contact: Three hours per week (plus 20 days of supervised teaching practice
and 10 days Project Partnership).

Required Reading: VCAA 2005, Victorian Essential Learning Standards, Victorian
teaching and learning, Nelson Custom Publishing, Melbourne. VIT 2003, Standards
of professional practice for full registration approval, Victorian Institute of Teaching,

Assessment: Assignment Group Task - lesson plan/teaching theory exposition
(1000 words) 40% Plus hurdle tasks (collection of teaching and learning artefacts)
(ungraded).

AEG1660 TEACHING CREATIVITY AND THE ARTS 1

Locations: Footscray Park, St Albans,

Pre-requisites: Major study in relevant area of Studio Arts, Sub-major in Drama,
Dance or Media Studies.

Descriptions: 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 graduating portfolio. The unit will also cover the following:
techniques of teaching and classroom management, including inquiry approaches,
AEG1661 TEACHING CREATIVITY AND THE ARTS 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1660 - TEACHING CREATIVITY AND THE ARTS 1

Descriptions: This is a method designed for students who have met VIT requirements for teaching Visual Arts, Drama, Dance and/or Media Studies. This unit of study 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAT and the VCE.

Class Contact: Three hours per week.

AEG1662 TEACHING BUSINESS 1

Locations: Footscray Park, St Albans,

Pre-requisites: Two undergraduate sub-majors in Business Studies (see VIT guide to specialist areas).

Descriptions: 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, VCAT and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFI, Essential Learning Standards, VCAT and the VCE.

Class Contact: Three hours per week.
AEG1663 TEACHING BUSINESS 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1662 - TEACHING BUSINESS 1

Descriptions: This unit will provide pre-service teachers with a sound understanding of the concepts and approaches relevant to the unit of study. They will become familiar with the knowledge and concepts relevant for teaching in this discipline study. This unit will cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week.

Required Reading: VCAA 2008, VCE Psychology study design, Melbourne available online (http://www.vcaa.vic.edu.au/vce/studies/psychology/psychologysd.pdf)

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 1

Locations: Footscray Park, St Albans,

Pre-requisites: Undergraduate sub-major in Psychology.

Descriptions: This unit will provide pre-service teachers with a sound understanding of the concepts and approaches relevant to the unit of study. They will become familiar with the knowledge and concepts relevant for teaching in this discipline study. This unit will cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance; the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
AEG1666 TEACHING OUTDOOR EDUCATION 1

Locations: Footscray Park, St Albans,

Pre-requisites: One year of study in Outdoor Education which includes Environmental Studies and outdoor recreational activities. A current first aid certificate (Emergency First Aid Level 2) is required.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Victorian Essential Learning Standards, VCAL and the VCE.

Class Contact: Three hours per week for one semester.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1669 TEACHING COMPUTING 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection; including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.
AEG1671 TEACHING COMPUTING 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1669 - TEACHING COMPUTING 1

Descriptions: 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 Victorian Essential Learning Standards, VCAT and the VCE.

Credit Points: 12


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1672 TEACHING ENGLISH 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: 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, VCAT and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1673 TEACHING ENGLISH 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1672 - TEACHING ENGLISH 1

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a "tool box" of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the
unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1674 TEACHING ENGLISH AS A SECOND LANGUAGE 1

Locations: Footscray Park, St Albans,

Pre-requisites: As per the requirements for the GDSE program.

Descriptions: This unit provides an introduction to English as a Second Language teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL;
- Describe the processes and variables involved in learning English as a second (or additional) language;
- Analyse ESL learners’ language and socio-cultural needs;
- Design teaching programs to meet ESL learners’ language and socio-cultural needs;
- Read, understand and relate current research of ESL to the teaching of ESL.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.


Assessment: Other Option A or Option B or Option C (see assessment below) 80%; OR Option A: Mentoring an ESL learner or learners plus a 15-20 minute presentation of the evaluation of this mentoring with a 1000-word report of the mentoring 80%; OR Option B: One written research-based assignment of 2000 words 80%; OR Option C: A negotiated language-related and research-based task equivalent to 2000 words 80%.

AEG1675 TEACHING ENGLISH AS A SECOND LANGUAGE 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1674 - TEACHING ENGLISH AS A SECOND LANGUAGE 1

Descriptions: This unit is a continuation of the TESL Methodology (AEG1674) unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand the socio-cultural context of TESL in Australia, particularly in secondary school settings;
- Use knowledge of the institutional contexts of TESL, in particular the role of TESL teachers, to function as a TESL professional in a range of language learning environments;
- Analyse and meet ESL learners’ language and socio-cultural needs;
- Design teaching programs to meet ESL learners’ language and socio-cultural needs;
- Read, understand and relate current research of ESL to the teaching of ESL.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.


Assessment: Other Option A or Option B or Option C (see assessment below) 80%; OR Option A: A negotiated language-related and research-based task equivalent to 2000 words 80%; OR Option B: One written research-based assignment of 2000 words 80%; OR Option C: A negotiated language-related and research-based research-based task equivalent to 2000 words 80%.

AEG1676 TEACHING LANGUAGES OTHER THAN ENGLISH 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;

• Plan and assess for effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;

• Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1678 TEACHING LANGUAGES OTHER THAN ENGLISH 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1676 - TEACHING LANGUAGES OTHER THAN ENGLISH 1

Descriptions: Teaching LOTE 2 will help pre-service teachers to develop an understanding of the following: the rationale for LOTE teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;

• Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1680 TEACHING PHYSICAL EDUCATION 1**

**Locations:** Footscray Park, St Albans,

**Pre-requisites:** Nil.

**Descriptions:** 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, VCAT and the VCE.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

• Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;

• Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;

• Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).
AEG1681 TEACHING PHYSICAL EDUCATION 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1680 - TEACHING PHYSICAL EDUCATION 1

Descriptions: This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘toolbox’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects; discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1683 TEACHING SCIENCE 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1682 - TEACHING SCIENCE 1

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘toolbox’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches; small and large group projects; discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.
AEG1686 TEACHING TECHNOLOGY 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology Studies 1 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1687 TEACHING TECHNOLOGY 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1686 - TEACHING TECHNOLOGY 1

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. For example, pre-service teachers will examine the themes of information, materials and systems. Teaching Technology 2 reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1688 EXTENDED DISCIPLINE STUDY 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: Extended Discipline Study 1 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 1 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course,
which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit Plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1689 EXTENDED DISCIPLINE STUDY 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG1688 - EXTENDED DISCIPLINE STUDY 1

Descriptions: Extended Discipline Study 2 offers pre-service teachers in nominated or high demand areas an opportunity to focus on an in-depth study of their discipline. This unit of study is designed as the equivalent of a double teaching method.

Extended Discipline Study 2 aims to provide pre-service teachers with an opportunity to build on their discipline study through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This unit will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skill to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a “tool box” of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of study will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week for one semester.


**Assessment:**
- Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1691 TEACHING VOCATIONAL EDUCATION AND TRAINING 2**

**Locations:** Footscray Park, St Albans,

**Pre-requisites:** AEG1690 - TEACHING VOCATIONAL EDUCATION AND TRAINING 1

**Descriptions:** 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 assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

**Credit Points:** 12

**Learning Outcomes:**
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

**Class Contact:** Three hours per week.


**Assessment:**
- Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1692 TEACHING MUSIC 1**

**Locations:** St Albans,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

**Class Contact:** Three hours per week.


**Assessment:**
- Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

**AEG1693 TEACHING MUSIC 2**

**Locations:** St Albans,

**Pre-requisites:** AEG1692 - TEACHING MUSIC 1

**Descriptions:** 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

**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).
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG1694 TEACHING STUDENT WELFARE 1

Locations: Footscray Park, St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of the context in which students learn;
- Reflect, evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the junior and post-compulsory secondary years of schooling;
- Better understand the complexity of delivering student welfare in a school through a series of presentations/projects both individual and group which focus on contextualising the role of schooling in our society.

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).

AEG1695 TEACHING STUDENT WELFARE 2

Locations: Footscray Park, St Albans,
Pre-requisites: AEG1694 - TEACHING STUDENT WELFARE 1

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit of curriculum will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
- Plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
- Reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG2001 MANAGEMENT OF EXPERIENTIAL LEARNING SITES

Locations: Footscray Park,

Pre-requisites: To be advised.

Descriptions: This unit of study will investigate: good organisational practices in the establishment of policy framework for service and program delivery in relation to specialist populations; evaluation of processes in the delivery of programs; establishment of good practice in occupational health and safety, human resources, and policy development for crisis management.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Better understand good practice in relation to the range of organisational policy and processes that are essential when working with high risk communities, including: human resource policies; policy and practice of supervision and debriefing for staff; organisational crisis intervention policies and practice that reflect good practice in relation to prevention, intervention and postvention;
• Manage quality assurance and evaluation of all projects and activities of the agency or organisation that reflect good practice in relation to working with specialist populations;
• Implement sound organisational and management processes in the delivery of specialist intervention programs;
• Demonstrate cognisance of the range of funding strategies that are available for work with specialist populations;
• Understand the political and social imperatives associated with working with specific communities in Specialist intervention programs.

Class Contact: Thirty-nine hours for one semester in lectures and workshops or equivalent.

Required Reading: To be advised by lecturer.

Assessment: Two written assignments the equivalent of 5000 words (graded) and satisfactory participation in practical components.

AEG2002 PROFESSIONAL PRACTICE

Locations: Footscray Park,

Pre-requisites: To be advised.

Descriptions: 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.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Professional placement of 20 days and the equivalent of industry seminars of one hour per week.

Required Reading: To be advised by lecturer.

Assessment: Two written assignments totalling 5000 words (graded) and satisfactory participation in professional placement.

AEG2200 TESOL METHODOLOGY

Locations: Footscray Park,

Pre-requisites: 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.

Descriptions: This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis, pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

Credit Points: 16

Learning Outcomes: At the completion of AEG2200 TESOL Methodology students will be able to:

• Demonstrate in written form how the nature of the English language influences the learning of English as a second (or additional) language;
• Demonstrate orally and in written form knowledge of the processes involved in learning English as a second (or additional) language, including the factors affecting the development of language proficiency;
• Demonstrate in a class presentation awareness of the socio-cultural context of TESOL particularly in the western region of Melbourne but also in Australia and internationally;
• Use knowledge of the institutional contexts of TESOL to demonstrate in writing and orally understanding of the roles of the TESOL teacher;
• Use a range of needs analyses techniques in class and in the community to ascertain ESL learners language needs;
• Use a range of language testing mechanisms in class to determine language proficiency;
• Develop appropriate language learning tasks in class both individually and in groups;
• Demonstrate the use of research skills to evaluate TESOL teaching practices through successful completion of the main assessment requirements.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.


Assessment: Assessment Task 1: Completion of and reporting on class-based tasks (500 words) (10%); Assessment Task 2: Written assignment of 1000 words (20%); Assessment Task 3: Interview and written assignment of 1500 words (30%); Assessment Task 4: Written assignment of 2000 words (40%).

Or

Assessment Task 1: Completion of and reporting on class-based tasks (500 words) (10%); Assessment Task 2: Interview and written assignment of 1500 words (30%); Assessment Task 3: Mentoring an ESL learner or learners (at least 5 X 1 hour mentoring sessions) plus a 15 - 20 minute class presentation of the evaluation of this mentoring with a 1000 word report of the mentoring (60%). Tutorial Participation Completion of and reporting on class-based tasks 10% Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks.

Students are requested to inform their lecturer which series of assessment tasks they will complete at the commencement of the unit.
AEG2202 PROFESSIONAL PRACTICE: TESOL

Locations: Footscray Park,

Pre-requisites: AEG2200 - TESOL METHODOLOGY 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.

Descriptions: This unit of study will involve a 22-day placement in an approved ESL teaching context under the supervision of a supervising teacher who holds postgraduate TESOL qualifications and who has taught ESL for at least two years. Placements can be undertaken in schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 22 day practicum should comprise a minimum of 15 days where the student teaches planned lessons and a further 7 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited on at least one occasion by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning meetings / department / curriculum meetings.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate in practice, in a supervisor’s report and in a portfolio that they can plan appropriate language lessons independently;
- Practically demonstrate the ability to implement and evaluate language lessons;
- Demonstrate that they can assess and respond to students’ needs, expectations and interests and their competence in English;
- Demonstrate in a portfolio that they can evaluate, utilise and modify a range of teaching resources;
- Provide evidence of their ability to document students’ development in English;
- Demonstrate in a portfolio that they can critically self-evaluate language teaching practices;
- Practically demonstrate that they can use a range of teaching strategies and activities appropriate for students with disparate language proficiency;
- Complete research activities that demonstrate insights into what are successful TESOL practices.

Class Contact: Twenty-two days practicum placement.

Required Reading: As this is a field placement unit of study, no single required reading is recommended as students will be in a variety of settings.

Assessment: A professional practice portfolio of teaching strategies and research activities and including supervisors’ reports (5000 words or equivalent) 100%. Portfolio Professional practice portfolio Pass/Fail Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete this assessment task.

AEG2204 LITERACY METHODOLOGY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 and then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate knowledge and understanding of the key theoretical frameworks related to the teaching of literacy skills in the 21st century;
- Demonstrate knowledge and understanding of the variety of literacy settings and learner groups;
- Demonstrate knowledge and understanding of the relationship between current theory and practice;
- Demonstrate knowledge and understanding of the Australian literacy policy environment;
- Demonstrate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

Class Contact: Three hours per week or equivalent for one semester comprising lectures, workshops or online delivery. Online access to unit materials will be available as an option to students to supplement lectures and interested students can access a unit of study home page, obtain web-based email accounts and maintain email contact with staff and students.


Assessment: Assessment Task 1: Students are required to keep a professional journal (1000 words) 15%. Assessment Task 2: Students are required to write an academic essay related to the teaching of literacy skills (2000 words) 40%. Assessment Task 3: Students are required to collaboratively present to the class about literacy teaching in the 21st century (2000 words) 40%. Journal Class discussions, readings and workplace reflections 20% Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete the assessment tasks. Students are also encouraged to use their current work experiences to complete the assessment tasks.

AEG2205 ADVANCED LITERACY METHODOLOGY

Locations: Footscray Park,

Pre-requisites: AEG2204 - LITERACY METHODOLOGY or equivalent.

Descriptions: 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.
AEG2210 PROFESSIONAL PRACTICE: LITERACY

Learning Outcomes: To be advised.

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%.

AEG2211 TECHNIQUES IN TESOL

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Use knowledge of the institutional contexts of TESOL, in particular the role of TESOL teachers, to function as a TESOL professional in a range of language learning environments;
- Understand the implications of policy for professional youth work practice.
- Employ a framework for the critical analysis of social policy;
- Critically analyse international trends and issues related to youth policy;
- Analyse and meet ESL learners needs;
- Read, understand and relate current research of ESL to the teaching of ESL;
- Demonstrate awareness of the theories of first, second and additional language acquisition;
- Demonstrate knowledge of the use of technology for language teaching.
- Use knowledge of group dynamics to teach language;
- Demonstrate how to integrate the teaching of language skills;
- Analyse and develop ESL curriculum frameworks and documents;
- Use of gender, class and ethnicity, the influence of indigenous identities on learning classroom processes and strategies as well as reflective professional practice.
- Underpin the learning of English as a second language technology for language teaching. The interface of ESL and literacy will be explored.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.


Assessment: Assessment Task 1: Class-based collaborative tasks (10%); Assessment Task 2: Individual class presentation (25%); Assessment Task 3: Academic essay related to corrective feedback/error analysis (1250 words) (25%); Assessment Task 4: Using and developing an ESL syllabus (2000 words) (40%).

AEG2417 YOUNG PEOPLE AND SOCIAL POLICY

Learning Outcomes: On successful completion of this unit, students will be able to:

- Analyse and meet ESL learners needs;
- Read, understand and relate current research of ESL to the teaching of ESL;
- Demonstrate awareness of the theories of first, second and additional language acquisition;
- Use and develop ESL curriculum frameworks and documents;
- Demonstrate how to integrate the teaching of language skills;
- Use knowledge of group dynamics to teach language;
- Demonstrate knowledge of the use of technology for language teaching.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour workshop.


Assessment: Group presentation giving analysis of a specific area of youth policy 40%; Paper of 3000 words proving a critical and contextual analysis of a specific area of youth policy 60%.
AEG2418 PROFESSIONAL PRACTICE FOR YOUTH DEVELOPMENT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study will enable students to develop and review a framework for professional practice in youth development work. It will provide an analysis of practice tools such as group work and case management and develop the principles of reflective practice.

Credit Points: 16
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an awareness of the values of professional youth work including ethics and codes of practice;
• Understand and critically analyse competencies or operational standards of professional youth work;
• Apply tools of practice such as group work and case management;
• Understand and implement the process of reflective practice;
• Practice appropriately in relation to gender, culture, ethnicity and sexual preference.

Class Contact: Thirty-nine hours per semester.


Assessment: Journal of a period of practice 40%; Reflective paper analysing the student’s practice with young people (4000 words) 60%.

AEG4217 INTRODUCTION TO INTERACTIVE MULTIMEDIA

Locations: Footscray Park,
Pre-requisites: 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.

Descriptions: This unit of study provides an intensive learning experience in theory and practice of multimedia literacy. Students will be introduced to the behaviourist and constructivist approaches to learning, learner control, instructional design, graphics and human interface design.

Credit Points: 16
Learning Outcomes: To be advised.

Class Contact: Three hours per week over one semester.


Assessment: Multimedia prototype 40%; Class assignment 60%.

AEG4219 CD AND DVD-ROM COURSEWARE PRODUCTION

Locations: Footscray Park,
Pre-requisites: AEG4217 - INTRODUCTION TO INTERACTIVE MULTIMEDIA or equivalent.

Descriptions: This unit of study aims at providing necessary skills and knowledge required for multimedia design and production. Students will be introduced to CD/DVD-ROM based interactive multimedia in education, hardware and software tools required for multimedia production, and the authoring systems. They will undertake an education multimedia project integrating elements of both instructional and interface design. Multimedia standards, resources on the web, cost, copyright issues, and legal considerations in multimedia distribution will be discussed.

Credit Points: 16
Learning Outcomes: To be advised.

Class Contact: Three hours per week over one semester.


Assessment: Workshop 30%; Project, 70%.

AEG4222 INTERACTIVE WEB DESIGN AND PUBLISHING

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: Students will learn how to create hypermedia documents in HTML, the formatting language used by the World Wide Web and acquire skills in basic web design with a focus on coding web pages.

Credit Points: 16
Learning Outcomes: To be advised.

Class Contact: Three hours per week over one semester.

Required Reading: Software learning notes will be provided by the lecturer.

Assessment: Website development 60%; Lab exercise 40%.

AEG5001 APPROACHES TO LEARNING

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study locates individual learning and teaching experiences in broader sociopolitical and psychological frameworks. As such it focuses on both the individual and wider benefits of learning through exploration of theoretical perspectives and research practice in: identifying and defining personal, academic and professional learning journeys; experiential learning and teaching of children, youth and adults, including mature age learners and workers, both formal and informal; learning in the workplace; learning and teaching for innovation and transformation; teaching and learning styles for individual, professional and community development; life-long learning and capability; attitudinal and motivational factors in learning and teaching, and evaluation of personal learning and teaching, and consideration of diversity in learners and their learning. Students engage actively in learning and teaching experiences, including opportunities to meet within each others’ workplace and professional settings and to contribute to a joint publication of learning resulting from this unit of study.

Credit Points: 16
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Analyse and evaluate current issues in learning and teaching;
• Articulate and defend an evidence-based stance on learning and teaching.
AEG5002 EDUCATIONAL LEADERSHIP

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study will address the following questions: What are the key roles and responsibilities of an educational leader within schools, community education settings and industry learning sites? How does educational leadership and follower-ship theory inform practice? What are the key characteristics of informal and formal leadership? What are the roles and capabilities of a leader as a change agent? How does a leader support a ‘leading for learning’ approach in a learning organisation? What are the relationships between educational leadership and organisational culture? What are the similarities and differences in educational leadership in Australia and internationally? What are the similarities and differences in the roles of leaders and managers?

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.


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

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.
AEG5007 FACILITATING LEARNING ORGANISATIONS

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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 workplace learning programs; locating funding sources for workplace learning programs and projects; evaluating workplace learning processes utilising action research and case study methodologies.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Assessment for this unit of study will be inquiry-based and negotiated with students. It will be in two parts: Lead a group discussion based on a reading 30%; Analysis of a workplace learning program (4000 words) 70%.

AEG5008 MENTORING AND COACHING IN THE WORKPLACE

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: AEG5007 - FACILITATING LEARNING ORGANISATIONS

Descriptions: 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 workplace learning programs; locating funding sources for workplace learning programs and projects; evaluating workplace learning processes utilising action research and case study methodologies.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Assessment for this unit of study will be inquiry-based. It will be a case-study of students’ facilitation of employee supervision 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

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study provides for the consideration of assessment; what it is, how to carry it out and why do it, in relation to various learning and training settings including the workplace. The relationship between assessment approaches and practices and theories of teaching and learning, including andragogy, are explored. Consideration will be given to the role of assessment within the development of a learning culture and for life-long and life-wide learning. Implications for teachers and trainers in relation to the development and implementation of assessment are discussed. This unit of study will explore: the rationale and debates about assessment; the purposes of assessment; how assessment influences performance; assessment approaches and practices; assessment as a selection tool; recognition of prior learning; design of assessment strategies and tools; the role of the assessor; on and off the job assessment; and conducting an assessment.

Credit Points: 16

Learning Outcomes: To be advised.

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

Locations: Melton, Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: The content of this unit of study will focus on students exploring the issues and practices of operating a professional consultancy practice servicing the education and training sectors. It includes: policies and practices that maximise a successful professional consultancy practice; identifying the needs of the education and/or training client/p provider; the elements, design and writing of operational plans; the economic and technological impact on consultancy operations; promotional strategies for professional consultancy operations; the processes of event administration; professional practice networking processes; client services maintenance; and professional practice consultancy teams.

Credit Points: 16

Learning Outcomes: To be advised.

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

Locations: Melton, Footscray Park, Sunbury,
Pre-requisites: Nil.

Descriptions: This unit of study will address the following areas as they influence pedagogy and teaching and learning practice: definitions of pedagogy and andragogy; learning styles and approaches; teaching styles and approaches; praxis-inquiry about personal pedagogy; multi-literacies and their impact on teaching and learning; the cultural and social background of learners; age, gender and race sensitive pedagogies; learner responsive pedagogy; theories of learning and their impact on teaching practice; subject specific pedagogies; role and agency of teachers and learners and curriculum structures and frameworks.

Credit Points: 16

Learning Outcomes: To be advised.

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

Locations: Melton, Footscray Park, Sunbury,
Pre-requisites: Nil.

Descriptions: This unit of study is inquiry-based and students will explore effective teaching and the principles and practices of generative teaching through a focus on issues and content in mathematics learning and teaching relevant to their professional setting (from pre-school to adult and workplace settings). Content will be negotiated with students and may include the following inquiries: promoting mathematical understanding; making connections and constructing relationships in mathematics and for mathematics learning; generating mathematical thinking; explaining, justifying and evaluating mathematical thinking; developing numeracy or mathematical literacy; improving student engagement; new developments in mathematics curriculum and teaching practice; intervention; workplace learning of mathematics; mathematics for social action; mathematics as social activity; equity and social justice in mathematics learning; and curriculum and professional leadership of mathematics.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: Assessment will be negotiated with the students and will be inquiry-based. They will involve: individual and/or group presentations 30%, A written report for a professional audience (4000 words) 70%.

AEG5014 APPROACHES TO CAREER EDUCATION

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study will provide an introduction to a series of themes around the notions of society, industry and work, leading to an exploration of pathways to careers and effective citizenship. It will critique current policies and programs for career education. Three key areas of career development will form the basis of this unit of study: personal management, learning and work exploration, and career building. Topics for study will include: work readiness, counselling, self-efficacy, vocational training, labour market trends, career education programs and evaluation frameworks, theories of career development across the life span and career decision-making.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours via flexible delivery.


Assessment: To be advised.

AEG5018 E-LEARNING

Locations: Melton, Footscray Park,
Pre-requisites: Computer literacy; familiarity with Windows 2000/XP operating system, internet browser, electronic mail, wordprocessing and file management.

Descriptions: Students will extend their skills and knowledge of e-learning and the utilisation of this in training, teaching, learning and research situations. Applications are explored. Skills and strategies are developed.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Author basic educational web projects;
• Demonstrate the use of a range of sources of electronic information for teaching and learning;
• Explore the development and utilisation of e-learning;
• Critique existing e-learning scenarios and programs;
• Explore future e-learning possibilities.

Class Contact: Thirty-six hours per semester.


Assessment: Weekly practical exercises 20%; Web-based project 40%. Report on e-learning 40%.

AEG5019 VOCATIONAL EDUCATION AND TRAINING: POLICY AND PRACTICE

Locations: Melton, Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study aims to provide a critical study of vocational education and training - policy and practice with reference to Australian and international developments. Theories, research and practice will be explored.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:
- Critique key approaches to vocational education and training;
- Relate learning theories to practice;
- Demonstrate familiarity with relevant literature;
- Identify trends and developments in the delivery of vocational education and training;
- Contextualise vocational education and training in local and global policy contexts;
- Position trends in vocational education and training in relation to work-based learning.

Class Contact: Thirty-six hours for one semester.


Assessment: Critique of a key vocational education and training initiative (1000 words); Article for a targeted publication on a selected aspect of vocational education and training (4000 words). Students will draw upon their own experiences of vocational education and training, and personal narratives to enrich study of policy and practice.

AEG5021 POSTCOMPULSORY EDUCATION: POLICY AND PRACTICE

Locations: Footscray Park, Other locations may be negotiated with course participants.

Pre-requisites:

Descriptions: This unit explores the postcompulsory years of vocational education and training. Policies and practice are reviewed from theoretical and strategic perspectives. Aspects considered include: cross-sectoral, state, national and international education policy and practice; the learning requirements, needs and values of adolescent and young adult learners; implications of practice, and patterns of participation and outcomes within and across sectors. Support for learners, such as early leavers, at risk, and rural students are considered and evaluated. Transitions, pathways and outcomes are related to labour market mobility and needs.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Assess the policies and practices of the postcompulsory years of vocational education and training at cross-sectoral state, national and international levels;
- Consider the needs of the young people participating in postcompulsory vocational education and training, for example, at risk, early leavers, and rural students;
- Evaluate the outcomes in the context of labour market needs and mobility;
- Critique postcompulsory policy and implementation from a theoretical perspective;
- Compare the postcompulsory policies of two different states/organisations.

Class Contact: To be advised.


Assessment: Case Study A case study of a postcompulsory vocational education and training program 40% Total effective word limit 5000 words.

AEG5022 ORGANISATIONAL CULTURE AND CHANGE IN EDUCATION AND TRAINING

Locations: Footscray Park, Other locations may be negotiated, such as the workplaces of participants.

Pre-requisites:

Descriptions: This unit focuses on the development, implementation and evaluation of change in organisations. Contemporary perspectives on organisational development provide a theoretical framework for the consideration of change management perspectives, methods, communication strategies and initiatives. This unit enables participants to focus on the culture and change of their own respective organisations.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students are expected to be able to:
- Review theoretical perspectives on organisational culture and development;
- Develop, implement and evaluate change management strategies;
- Relate theories of workplace change and culture to VET at local, national and international levels;
- Review personal workplace culture and change through the lens of the literature in the field.

Class Contact: To be advised.


Assessment: Literature Review Review of the literature relevant to organisational culture and change 30% Total effective word limit 5000 words.
AEG5023 INTERNATIONALISATION IN EDUCATION AND TRAINING

Locations: Footscray Park, Other locations may be developed over time.

Pre-requisites:

Descriptions: The policies and practices employed internationally in vocational education and training are explored in this unit. National models of delivery are compared, within the context of national, continental and international competency standards. The professional preparation of staff is considered.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Identify international issues and challenges facing VET;
• Analyse international developments in vocational education and training;
• Evaluate policy trends;
• Consider innovative international approaches to VET.

Class Contact: To be advised.


Assessment: Presentation Policy document on international education direction (EWL 1500 words) 30%

AEG5105 TEACHING HUMANITIES 1

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Demonstrate a capacity to reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: Teaching plan (500 words) 20%; Unit plan (1000 words) 30%; Individual reflection (1000 words) 30%; Partnership inquiry (500 words) 20%; Hurdle tasks (collection of teaching and learning artefacts) (ungraded).

AEG5106 TEACHING HUMANITIES 2

Locations: Footscray Park, St Albans,

Pre-requisites: AEG5105 - TEACHING HUMANITIES 1

Descriptions: This unit of study will provide pre-service teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a ‘tool box’ of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment; knowledge of the aims, approaches and resources relevant to the unit of study, especially as outlined through the CSFII, Essential Learning Standards, VCAL and the VCE.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate knowledge of how students learn, effective teaching strategies and discipline specific content;
• Demonstrate an ability to plan and assess effective learning and employ a range of resources to engage students and maintain a safe and challenging learning environment;
• Demonstrate an ability to reflect, evaluate and improve their knowledge and practice in the discipline.

Class Contact: Three hours per week.


Assessment: 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).
**AEK1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS**

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study gives an introduction to: Indigenous Australian histories including various hypotheses on how, when and where Indigenous Australians arrived in Australia; anthropological interpretations of Indigenous Australian peoples; contemporary lifestyles; artefacts of traditional Indigenous Australian culture. This unit of study will include five days of community partnerships during which students will inquire about Indigenous Australian issues in community organisations, through community organisations' activities or events.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Provide an historical overview of Indigenous Australia;
- Critically use culturally acceptable inquiry skills.

Class Contact: Twenty-four hours of workshops or equivalent, plus five days of community partnerships


Assessment: Report Written report on partnerships 20% Total EWL 3000 words

---

**AEK1102 GLOBAL INDIGENOUS CULTURES**

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study will attempt to address such questions as: What are, if any, the commonalities between global Indigenous communities? This unit will compare and contrast Indigenous Australian ways of knowing and doing with the Indigenous peoples of other nations. What are the differences between and commonalities shared by these societies?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene;
- Comprehend the Indigenous Australian struggle and community commitment.

Class Contact: Thirty-six contact hours, comprising one one-hour lecture and one two-hour tutorial per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader including readings drawn from the following texts: Ancestral power: the dreaming, consciousness and Aboriginal Australia, Hume, L 2002, Melbourne University Press, Caflion Forgotten rebels: black Australians who fought back, Lowe, D 1994, Permanent Press, Melbourne

Assessment: Exercise Completion of 10 tutorial exercises 50% Total EWL 3000 words

---

**AEK1103 INDIGENOUS CAREERS DEVELOPMENT**

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study will explore careers through leadership and mentoring and its relevance to Indigenous Australian society. The main themes and questions are: Career opportunities; leadership careers; mentors, what are they?; What you know; what you need to know; leadership potential; goals and aims; skilling up.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate what mentoring is and have the skills to seek out appropriate mentors for their chosen fields of study or career.

Class Contact: Thirty-six hours class contact, comprising, one one-hour lecture and two hours of tutorial per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader including readings drawn from the following texts: What colour is your parachute? A practical manual for job-hunters and career-changers, Bolles, RN 2005, Ten Speed, Berkeley, CA.

Assessment: Exercise Completion of 10 tutorial exercises 50% Total EWL 3000 words

---

**AEK1104 MANAGING LEARNING AND INQUIRY**

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: 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 presentaiton different looks for different audiences; verbal communication; written communication; basic computer literacy; email etiquette; everyday numeracy; everyday literacy; the connectedness of the above topics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Prepare well organised, properly documented research papers with appropriate and accepted documenting and reporting styles;
- Edit and proofread, and know the tone and style required for various genres of writing.

Class Contact: Thirty-six contact hours comprising one one-hour lecture per week, and one two-hour tutorial per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Guidelines for ethical research in Indigenous studies, Australian Institute for Aboriginal and Torres Strait Islander Studies 2000, AIATSIS, Canberra.

Assessment: Exercise Completion of 10 tutorial exercises 50% Total EWL 3000 words

---

**AEK1201 INDIGENOUS AUSTRALIAN KNOWING**

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: This unit of study will include five days of community partnership during which students will inquire into the role of Indigenous Australian ways of knowing and doing within community organisations, activities and/or events. There will be an introduction to the history of the Indigenous struggle and the continual impact of colonisation upon Indigenous Australian peoples.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand and critically articulate the ideas of the Indigenous Australian worldview;
- Understand and critically articulate the relationships between Laws and Laws in the Indigenous Australian notion of ‘living in two worlds’ and its costs;
- Inquire into Indigenous Australian issues affecting community organisations through completion of a five-day Community Partnership.

Class Contact: Twenty-four hours of workshops or equivalent, plus five days Community Partnerships.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from selected texts.

Assessment: Report Written report on partnerships 20% Total EWL 3000 words

AEK1202 GLOBAL INDIGENOUS COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil

Descriptions: 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 peoples/communities/communities of these countries? What are the differences, if any, in the political status of these Indigenous communities?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate where contemporary Indigenous Australia fits within the global context of Indigenous societies, and the unique position this society holds on the global Indigenous scene.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and two hours of tutorials per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts:


Assessment: Research Paper Preliminary research paper 15% Total EWL 3000 words

AEK2101 WORKING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: The main themes explored in this unit of study are: the function and structure of Indigenous communities; the development of formal Indigenous Australian community organisations; non-Indigenous Australian society and its relationship to community leaders and organisations; policy versus reality in community experience; community perceptions of the differences between appointed and elected committees; the processes and consultation in policy development; the expectations stakeholders; the differences in community development and organisational management processes in Indigenous Australian and non-Indigenous Australian managed communities and their organisations. This unit of study will also have a ten-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Articulate how and why communities are established, especially about the development of community organisations;
- Identify the differences between policies, the contexts in which they are enacted, and the limitations on their implementation;
- Comprehend how various stakeholders can influence a community and the direction and ability to function to meet community aspirations;
- Comprehend how Indigenous people in mainstream contexts maintain community connections.

Class Contact: Twenty-four hours of workshops or equivalent, plus ten days Community Partnerships.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Telling the truth about Aboriginal history, Atwood, B 2005, Allen & Unwin, Sydney. This unit will also have a 10-day Community Partnership component or research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate the Elder system and its relevance in contemporary Indigenous Australia;
- Critically articulate the reciprocal/obligatory nature of Indigenous Australian society and what this means both in contemporary Indigenous Australia and for community organisations;
- Critically articulate the concept of ‘country’ and the obligations that are part of

AEK2102 ORAL TRADITIONS IN INDIGENOUS COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will explore the concept of oral tradition and its cultural relevance and importance to Indigenous Australians. The importance of preserving the cultural integrity of this tradition and the knowledge passed down through it will also be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate the role of the oral tradition in both traditional and contemporary Indigenous Australian societies and how this affects legal cases, especially land rights cases;
- Demonstrate a critical understanding of the impact on Indigenous Australians of the legal reception of the oral tradition.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and one two-hour tutorial per week for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: Morality and literacy: the technologizing of the world, Ong, WJ 2002, Routledge, London & NY. The wailing: a national Black oral history, Attwood, B 1993, William Heinemann, Port Melbourne.

Assessment: Research Paper Preliminary research paper 15% Total EWL 3000 words

AEK2201 LEARNING IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will investigate traditional Indigenous Australian community structure with emphasis on the following themes: the Elder system and traditional Elder customs; what is a reciprocal system?; connections to ‘country’ and reciprocal rights; multi-connectedness/obligations to many ‘countries’; traditional versus historical connections; the contemporary Indigenous Australian reality. This unit will also have a 10-day Community Partnership component or research project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically articulate the Elder system and its relevance in contemporary Indigenous Australia;
- Critically articulate the reciprocal/obligatory nature of Indigenous Australian society and what this means both in contemporary Indigenous Australia and for community organisations;
- Critically articulate the concept of ‘country’ and the obligations that are part of
Class Contact: Twenty-four hours of workshops or equivalent, plus 10 days Community Partnerships.

Required Reading: The Unit Co-ordinator will supply students with a Unit Reader.

Assessment: Written report on Partnerships (1000 words) 20%; Essay on issues covered in class (2000 words) 30%; Tutorial presentation (750-1000 words) 20%; Assessment of Community Partnership work 20%; Participation in tutorial classes 10%.

AEK2202 GLOBAL INDIGENOUS ISSUES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will address the broader global issues that are common throughout Indigenous communities all over the world. These will be done through the exploration of themes and questions such as: the notion of 'race'; ethnicity and multiple Indigenous ethnicities within one Indigenous society; identity, its construct and label appointment; legal national definition of Indigeneity. The origin of the concept of 'Whiteness': what is it?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be expected to be able to:

• Examine and explore their own concepts of ‘race’, ‘identity’ and ‘ethnicity’, then, through self-exploration, critically communicate in spoken and written words, the impact that these labels have on Indigenous communities throughout the world;

• Critically articulate the concept of ‘Whiteness’ and its impact on Indigenous societies, with emphasis on Indigenous Australian society.

Class Contact: Thirty-six contact hours per semester, comprising one one-hour lecture and one two-hour tutorial.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following texts: The invention of the white race, Allen, T 1994, Verso, London & NY. Reclaiming Indigenous voice and vision, Battiste, MA 2000, UBC Press, Vancouver.

Assessment: Research Paper Preliminary research paper 15% Total EWL 3000 words

AEK3102 INDIGENOUS LITERACIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: Indigenous Australian writing will be explored through the following themes and questions: historical beginning of Indigenous Australian writing; purpose of the early writings; petitions; political era; non-political writing; teaching era; songs, plays, comedy; are the above themes valid?; First acknowledgement of Indigenous Australian writers in various categories; non-Indigenous Australian writing about Indigenous Australians; comparison and contrast of non-Indigenous Australian writing and Indigenous Australian writing; writing oral traditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Critically articulate the phases and nature of Indigenous Australian writing and its various purposes;

• Critically communicate the various issues in Indigenous Australia as highlighted in this society’s writings;

• Critically enunciate the emergence of an Indigenous Australian literary voice and how it has helped preserve and re-establish the oral tradition;

• Provide an overview of Indigenous Australian literary styles, issues and content.

Class Contact: Thirty-six contact hours comprising one one-hour lecture and one two-hour tutorial for one semester.

Required Reading: The Unit Co-ordinator will supply a Unit Reader with readings drawn from the following: Brewster, A, O’Neill, A & van den Berg, R (eds) 2000, Those who will remain will always remember: an anthology of Aboriginal writing, Fremantle Arts Centre Press, Fremantle.

Assessment: Preliminary research paper (1000 words) 15%; Tutorial presentation 1 (1250 words) 20%; Tutorial presentation 2 (1500 words) 25%; Class participation 10%; Essay (2250-2500 words) 30%.

AEK3201 LEADERSHIP IN INDIGENOUS AUSTRALIAN COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will explore leadership in Indigenous Australian Communities through posing and discussing the following themes and questions: When did it begin? What forms did it originally take? Who were these leaders? Who are the current leaders? What constitutes ‘real’ representation? Are the current organisations/leaders representative? Does this new form of leadership marginalise the Elder System? Where to now? This unit will have a 10-day Community Partnership component. Where it is not possible to place students, they will undertake an equivalent research project.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Recognise the Elder and Leadership systems and their interconnectedness in Indigenous Australia;
- Critically articulate the emergence of a Western concept of Indigenous Australian leadership.

Class Contact: Twenty-four hours of workshops or equivalent, plus 10 days of Community Partnerships.

Required Reading: The Unit Co-ordinator will supply the students with a Unit Reader.

Assessment: Written report on Partnerships (1250 words) 20%; Essay on issues covered in class (2500 words) 30%; Tutorial presentation (1250 words) 20%; Assessment of Community Partnership work 20%; Participation in teaching classes 10%.

AEM1655 RESEARCH METHODOLOGY IN EDUCATION AND TRAINING (OFFSHORE ONLY)

Locations: To be advised, Vietnam.

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 16

Learning Outcomes: To be advised.

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)

Locations: Footscray Park,

Pre-requisites: AEM1655 - RESEARCH METHODOLOGY IN EDUCATION AND TRAINING (OFFSHORE ONLY) May be taken as prerequisite or corequisite (or equivalent).

Descriptions: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Credit Points: 32

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit of study to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

AEM1660 MINOR THESIS (PART-TIME)

Locations: Footscray Park,

Pre-requisites: AEM1655 - RESEARCH METHODOLOGY IN EDUCATION AND TRAINING (OFFSHORE ONLY) May be taken as prerequisite or corequisite (or equivalent).

Descriptions: Students will independently conduct research which demonstrates the ability to define a problem, to undertake a detailed literature search and review the relevant theoretical and practical literature on the topic area. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. Good data selection, collection and analysis skills should be demonstrated. The written minor thesis should involve a high standard of written communication skills and conform to the prescribed format detailed in a booklet Notes for candidates undertaking the thesis which is available from the School of Education. The topic which is chosen should allow the student to develop a methodology and to apply it to an appropriate problem or situation. The student will be allocated one supervisor who will normally hold a degree at Master’s level or above.

Credit Points: 16
Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised.

Assessment: The minor thesis will be a paper of no less than 15,000 or more than 20,000 words. Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

AEM6100 EDUCATION RESEARCH DESIGN AND METHODS

Locations: Melton, Footscray Park, The unit is delivered overseas, in Vietnam.

Pre-requisites: Nil.

Descriptions: In this unit of study, students will consider the following questions: How is education research relevant to our work? How does education research inform and improve practice, outcomes and policy in various learning settings, including workplaces? What research paradigms are used in education research and why? How is education research conducted? The key characteristics of a range of qualitative and quantitative methods commonly used in education research will be introduced. These will include case studies, ethnography, critical theory research, action research, historical research, evaluation research, design experiments, descriptive and causal-comparative research, correlational research and experimental research. Students will be required to conduct an in-depth inquiry into one particular research design and its methods and review recently published and innovative research articles/papers that connect to current policy and practice issues. One outcome of this inquiry will be a proposal for research.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Unit is delivered via face-to-face contact over 36 hours. Periodic online delivery will be provided to approved cohorts of students.

Required Reading: Applying educational research: a practical guide, Gall, JP, Gall, MD & Borg, WR 2005, 5th edn, Boston: Pearson Education

Assessment: Group presentation about a research design commonly used in education 30%. Presentation of a draft research proposal 10%. Written commentary on another students’ draft research proposal (500 words) 10%. Research proposal (3000 words) 50%.

AEM6101 THEORIES OF EDUCATION, TRAINING AND SOCIAL CHANGE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: In this unit of study students will work towards articulating their own pedagogical theories and positions following inquiry into a range of theories about education, training and social change. They will consider issues concerning Indigenous education and the education and training in the context of the crises of economic globalisation. Theories will include: the progressives tradition - Dewey, Rogers, Graves, Knowles, Ivan Illich; the behaviourists and their critics - Skinner, Tiller, Farrow; 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 post structuralist thinkers to issues of education and social change; the impact of globalisation and global economic trends on education and training.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Thirty-six hours per semester.

Required Reading: Palmer, JA 2001, Fifty modern thinkers on education from Piaget to the present, Routledge, London.

Assessment: Essay exploring theories of education (4000 words) 70%; Oral presentation, including facilitation of a discussion (1000 words) 30%.

AEM6102 WORKPLACE RESEARCH PROJECT

Locations: Footscray Park,

Pre-requisites: The unit of study AEM6100 Education Research Design and Methods is recommended to be undertaken, but is not a prerequisite. Course consultation is required.

Descriptions: This unit of study focuses on the development and production of a research project located in the students’ workplace or related to their professional practice. Research skills are developed in an interactive learning environment.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

- Define a focus for study related to work and professional practice;
- Review relevant and current theoretical and practical literature;
- Use selected research methods to gather and analyse data;
- Work collaboratively and ethically with colleagues in the conduct of the research;
- Produce a report of the project using a high standard of English.

Class Contact: Thirty-six hours for one semester.


Assessment: Present a reading to the class and lead a discussion of the selected reading. Present a 500 word overview of the selected paper. The workplace research project is the key assessment task, with 6500-7500 words. The assessment tasks will be negotiated. Maximisation of relevance to the individuals workplace is important in the selection and completion of the task.

AER0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Locations: Footscray Park, City Flinders, St Albans, and Distance Education.

Pre-requisites: Nil.

Descriptions: This unit of study will provide an introduction to research methods and design for the social sciences. This will include a review of research methods and ways of knowing, quantitative and qualitative paradigms, questionnaire design and evaluation, validity and reliability of research designs, ethical issues and evaluation of the research design of published papers. The unit will also include an introduction to sampling and methods of data collection and analysis for quantitative and qualitative research. The study of quantitative methods will focus on experimental, correlational and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed alongside with methods of analysing qualitative data.

Credit Points: 16
Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.

Required Reading: As advised by lecturer.

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)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: In this unit of study - the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

AER8001 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: In this unit of study - the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies - consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

AER8507 RESEARCH THESIS (FULL-TIME)

Locations: Footscray Park, Sunbury,

Pre-requisites: Satisfactory completion of the coursework.

Descriptions: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans.

The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 24

AER8509 RESEARCH THESIS (PART-TIME)

Locations: Footscray Park, Sunbury,

Pre-requisites: Satisfactory completion of the coursework.

Descriptions: A dissertation proposal will be developed and defended in a first review process. An ethics application will be required for research involving humans.

The work to be undertaken will involve scholarly study of the relevant theoretical and empirical literature; analysis; study in a practical context involving data collection using an appropriate range of techniques; and a conclusion pointing strategic and practical implications for the enhancement of professional practice.

Credit Points: 24

AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE

Locations: Footscray Park, Off-shore, partnership locations.

Pre-requisites: Nil.

Descriptions: In this unit of study, traditional and contemporary perspectives on professional practice and the implications of these for the development of professionals are considered. Planning for professional growth includes having an understanding of background, skills and the current work contexts of professionals and practitioners. A range of strategies for exploring professional development needs and the potential of individuals are explored. Adult learning: principles and strategies relevant in contemporary workplaces are considered. The emphasis here will be on the translation of these principles into practice. Concepts such as lifelong learning, open education and curriculum responses based on critically reflective learning strategies are considered.

Credit Points: 24

182

Footscray Park, Sunbury,
• Analyse policies implemented in the professional workplace;
• Evaluate the policy context for professional practice.

Class Contact: Thirty-six hours for one semester.
Required Reading: To be advised.
Assessment: A 5000-word report of an analysis of a small group of educators in a particular setting (depending on the relevant context the number investigated may be only one person). The aim will be to: (a) identify the significant issues that have impacted on the professional life of those under investigation and indicate how these relate to the literature on professional development and growth; and (b) identify those aspects of the professionals’ context which would be of relevance in planning for professional development of the people. Issues from (a) above as well as expressed needs and needs implied through an analysis of the context are to be considered 100%.

AER8512 ADVANCED STUDIES IN EDUCATION AND TRAINING
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: The training needs of a flexible labour market are explored in this unit of study. Past compulsory education and training programs are described and analysed. Contemporary issues in relation to work-based education and training, assessing and credentialling are discussed and analysed.
Credit Points: 24
Learning Outcomes: To be advised.
Class Contact: Thirty-six hours for one semester comprising a series of lectures/seminars and intensive workshop sessions.
Required Reading: To be advised.
Assessment: A 5000-word analytical essay on major developments in education and training in the western world 100%.

AER8514 THE PRACTICE OF PROFESSIONAL DEVELOPMENT
Locations: Footscray Park, Thailand and other as nominated.
Pre-requisites: Nil.
Descriptions: Professional development in recent times has been reconceptualised within an economic rationalist framework. The terms ‘professional development’, ‘staff development’, ‘professional education’, ‘in-service education’ are frequently used interchangeably. ‘Delivery’, ‘competencies’ and ‘outcomes’ are terms which are part of the new language of transmission models of development. The literature however, emphasises the importance of critical reflection, collegiality, and action learning in the development of educators. This unit of study will develop an understanding of the contexts in which professional practice occurs, relevant substantive knowledge, theories about learning which transform that knowledge into pedagogical knowledge and appropriate policies which relate it to system priorities and the sociopolitical context in which the practice is set. A range of different models for considering development will be explored including the beginner/expert model, the ages and stages models and Vygotskian models of development. Implications of these for appraising needs as well as designing, implementing and evaluating programs are considered.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to:
• Identify contexts of professional practice;
• Analyse the concept of an economic rationalist framework;
• Explore models for professional development: the novice/expert model, transmission models and Vygotskian model;
• Design, develop and evaluate a professional development program.

Class Contact: Thirty-nine hours over one semester.
Required Reading: To be advised by lecturer.
Assessment: Review of the literature related to the practice of professional development (2500 words) 33%; Plan for personal professional development (5000 words) 67%.

AER8515 INVESTIGATING PROFESSIONAL PRACTICE 2
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study builds on AER8514 The Practice of Professional Development. Students will undertake a study of professional practice in their own or a related workplace. The student, under supervision, will conduct an action research study designed not only to identify the competencies needed to fulfill the professional role but also to suggest ways of professionally developing the role. Students will also focus on preparation for the thesis stage of their program.
Credit Points: 24
Learning Outcomes: To be advised.
Class Contact: Thirty-six hours for one semester comprising a series of seminars/lecturers and a set of intensive workshops.
Required Reading: To be advised.
Assessment: A 5000-word report on the action research study which emphasises possible approaches to professional development 100%.

AER8517 INVESTIGATING PROFESSIONAL PRACTICE
Locations: Footscray Park, and partnership locations.
Pre-requisites: Nil.
Descriptions: The focus of this unit is on action research as a method for investigating professional practice and workplace issues that impact on that practice. The history, traditions and philosophy of action research, especially as it applies in educational research and the development of professional practice are introduced. A small action research project will be carried out during the semester. Content includes: action research; history; traditions; philosophy; methodology; research; application of action research to professional practice; applied study.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to:
• Plan and undertake an action research project;
• Critique relevant literature;
• Apply action research method to research project.
Class Contact: Thirty-nine hours over one semester.
Required Reading: As advised by the lecturer.
Assessment: Report on the action research project (5000 words) 33%; Class presentation on the report (equiv 2500 words) 67%.

AER8518 RESEARCHING PROFESSIONAL PRACTICE
Locations: Footscray Park, and partnership locations.
Pre-requisites: Nil.
Descriptions: This unit of study involves a workplace study of professional practice; thesis and research project requirements; preparation to conduct research; research proposals; research questions; hypotheses; ethics; methodologies for researching workplace practice; data collection and analysis.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Critique a selection of research methodologies;
• Design a research project;
• Conduct a research project;
• Report on a research project;
• Prepare for the thesis stage of the program;
• Address the requirements of a research proposal;
• Meet the requirements of an ethics application.

Class Contact: Thirty-nine hours per semester.

Required Reading: As recommended by the lecturer and resourced by the students.

Assessment: Report on the research study which emphasises possible approaches to professional development (5000 words) 67%; Class presentation on a research proposal for a workplace project/thesis (equivalent to 2500 words) 33%.

AER8519 WORKPLACE PROJECT (MASTERS)

Locations: Footscray Park, and partnership locations.

Pre-requisites:

Descriptions: This unit of study provides the opportunity to conduct research on professional practice in the workplace or on policies related to professional practice. It is a study of relevant literature, analysis and study in a practical context. It is preferred that the project focuses on policy and documentary analysis. This project provides for exit from the Doctor of Education with a Master of Education (Professional Practice). Content is to be negotiated with the supervisor and should be a project of use and value to the student and to their work.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

• Produce a project on professional practice. The writing needs to be scholarly in the technical sense and in the formal sense when academics constitute the audience for the writing. It does not need to be “scholarly” in the sense that one needs to impress with the breadth of literature read or in the complexities of styles that can be found so readily. The professional educator needs to be able to show mastery of the different genres.

Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.

Required Reading: As recommended by the project mentor.

Assessment: Production and presentation for examination of a workplace project (15,000-20,000 words) 100%. Examination by two examiners, one internal, one external, in the field of the project.

AER8520 WORKPLACE PROJECT A (DOCTORAL)

Locations: Footscray Park, and partnership locations.

Pre-requisites: Completion of the coursework units of study to an average of H2A.

Descriptions: This unit of study will include issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and “industrial” resources and values.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

• Research an aspect of professional practice in the workplace;
• Present a project for examination.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8521 WORKPLACE PROJECT B (DOCTORAL)

Locations: Footscray Park, and partnership locations.

Pre-requisites: Completion of the coursework units of study to an average of H2A.

Descriptions: This unit of study will include: issues in professional practice; workplace/work-based learning; research theories; project design to improve professional practice; mode 2 knowledge in trans-disciplinary social and economic contexts; utilisation of academic and “industrial” resources and values.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.

Assessment: The workplace project is to be a workplace-based and workplace-relevant project undertaken with a learning contract between the organisation, the student and the University. At a length of 25,000 words each, the two workplace projects offer an alternative to the thesis. Examination by two external examiners, with professional expertise in the area of the thesis topic and professional field. Examiners may be international.

AER8531 WORKPLACE PROJECT (MASTERS) PART-TIME

Locations: Footscray Park, and partnership locations.

Pre-requisites:

Descriptions: This unit of study provides an opportunity to conduct research on professional practice in the workplace or on policies related to professional practice, on a topic of use and value to the student and their work.

Students will negotiate the thesis topic with the University and their employer, with a formal learning contract and disclaimer for the project.

The project provides for an exit from the Doctor of Education with a Master of Education Professional Practice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Develop a proposal for workplace project for research;
• Meet requirements for the ethical conduct of the research;
• Present a case for the methodology selected;
• Conduct research for the workplace research project;
• Present a project written in a scholarly style, drawing upon relevant literature.

Class Contact: Research seminars, scheduled meetings with project mentor, time allocation as per negotiated workload.
Required Reading: As recommended by the project mentor.


Assessment:

AER8532 WORKPLACE PROJECT A (DOCTORAL) PART-TIME

Locations: Footscray Park, and partnership locations.

Pre-requisites:

Descriptions: The Workplace Project Doctoral is a research-based project addressing an important issue or question concerning policy and/or practice in a profession or industry culminating in the presentation of a substantial and intellectually coherent product for external examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Develop a proposal for the workplace research project;
• Select relevant literature and methodology for the project;
• Meet requirements for ethical conduct of the research;
• Research an aspect of professional practice in the workplace;
• Present a project for examination

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.


Assessment:

AER8533 WORKPLACE PROJECT B (DOCTORAL) PART-TIME

Locations: Footscray Park, and partnership locations.

Pre-requisites:

Descriptions: The Workplace Project Doctoral is a research-based project addressing an important issue or question concerning policy and/or practice in a profession or industry. The project will make a substantial contribution to knowledge and professional practice.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Develop a proposal for the workplace research project;
• Select relevant literature and methodology for the project;
• Meet requirements for ethical conduct of the research;
• Research an aspect of professional practice in the workplace;
• Present a project for examination

Class Contact: Regular meetings with learning set members and with supervisor. Attendance at seminars and workshops.

Required Reading: As negotiated and identified by the supervisor and student.


Assessment:

AET4100 LEARNING MATTERS AT VICTORIA UNIVERSITY

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: Nil.

Descriptions: This unit of study will examine Victoria University policies with regard to: teaching and learning; credit and recognition of prior learning; legal and ethical issues; reporting and assessment; research and graduate studies; and student progress and pathways. It will also examine issues associated with post-compulsory education in Australia: secondary, TAFE and higher education and cross-sectoral approaches: principles, policies and practices. It will include: Victoria University’s policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; and learner-centred teaching: principles and practices.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: A report on an inquiry into learning by students (2000 words or equivalent) 100%.

AET4101 NEGOTIATING LEARNING

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: AET4100 - LEARNING MATTERS AT VICTORIA UNIVERSITY

Descriptions: 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, formal 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 these 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.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: A report on an inquiry into learning by students (2000 words or equivalent) 100%.

AET4102 LEARNING AND DIVERSITY

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: AET4101 - NEGOTIATING LEARNING

Descriptions: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: the diverse background of students: sociocultural, age, locational,
educational, language etc; teaching strategies and approaches which respond to and engage students from diverse backgrounds; learning approaches and preferences of students from diverse backgrounds; and the cultural identities of teachers and learners and their effects on teaching and learning.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.

Required Reading: Kalantzis, M, Cope, B 2000, ‘Towards an inclusive and international higher education,’ in R King, D Hill & B Hemmings (eds), University and diversity, Keon, Wagga Wagga.

Assessment: Evidence for achievement of the learning outcomes for this unit, such as a statement of the principles that guide the student’s approach to teaching students from diverse backgrounds and a commentary on strategies that are congruent with these principles (2000 words or equivalent) (graded) 100%.

AET4103 STUDENT ASSESSMENT

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: AET4101 - NEGOTIATING LEARNING

Descriptions: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: design of assessment systems that respond to the learning needs of students as well as reflecting the requirements of the discipline or field of practice; development of assessment strategies and practices that are 'authentic' in that they reflect the work of practitioners in the field; development of formative assessment strategies and practices that provide prompt, informed and constructive feedback to students; moderation of assessment tools and practices with the aim of improving understanding of student learning and assuring quality of assessment; institutional processes and practices supporting student assessment, monitoring student progress and supporting students at risk.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as development of an assessment tool and a critical commentary on its fairness, transparency, consistency and alignment with planned learning outcomes (2000 words or equivalent) 100%.

AET4105 MANAGING LEARNING

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: AET4101 - NEGOTIATING LEARNING

Descriptions: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: managing learning in different environments, including classrooms, workplaces and online environments; learning theory and the development of a postive learning environment that supports active learning; negotiating learning arrangements, expectations, roles and responsibilities, relationships to supervisors, colleagues and peers for both students and teachers; establishing appropriate teaching and learning practices and environments with consideration of specific disciplines and fields of practice, eg, laboratories etc; understanding Victoria University’s policies and procedures for safe and equitable learning for all students.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Evidence for achievement of the learning outcomes for this unit, such as a report arising from and a reflective commentary on reciprocal peer observation of teaching (2000 words or equivalent) 100%.

AET4106 IMPROVING PRACTICE

Locations: Newport, Footscray Park, City Flinders,

Pre-requisites: AET4101 - NEGOTIATING LEARNING

Descriptions: The content of this unit of study will be negotiated with students depending on their prior learning and professional experience. It will be based on the following topics: exploration of effective teaching and learning environment; including classrooms, workplaces and online environment, including relevant theories of flexible learning and learning in the workplace; developing a professional learning plan to refresh substantive recent knowledge in relevant professional discipline or field of practice; participation in a professional community of practice for the improvement of teaching, including supervised teaching practice where required; initiating teaching as building student learning communities of practice for reflection and knowledge development in specific discipline or field of practice; practitioner research as inquiry about practice and the basis for scholarly improvement of practice.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.

Required Reading: Kemble, D & Kelly, M 1993, Improving teaching through action research, HERDSA, Campbelltown.

Assessment: Evidence for achievement of the learning outcomes for this unit, such as a report based on research into the student’s own teaching practice using peer and student feedback to improve practice (2000 words or equivalent) 100%.
AET4107 TEACHING PORTFOLIO

Locations: Newport, Footscray Park, City Flinders,
Pre-requisites: Nil.

Descriptions: This unit of study will include the following topics: Victoria University's policies with regard to teaching and learning; credit and recognition of prior learning, legal and ethical issues, reporting and assessment, research and graduate studies, student progress and pathways; post-compulsory education in Australia: secondary, TAFE and higher education; cross-sectoral approaches: principles, policies and practices; Victoria University policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; learner-centred teaching: principles and practices.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Report on an inquiry into learning by students (2000 words or equivalent) 100%.

AET4109 LEARNING MATTERS

Locations: Newport, Footscray Park, City Flinders,
Pre-requisites: Nil.

Descriptions: This unit of study will include the following topics: Victoria University's policies with regard to teaching and learning; credit and recognition of prior learning, legal and ethical issues, reporting and assessment, research and graduate studies, student progress and pathways; post-compulsory education in Australia: secondary, TAFE and higher education; cross-sectoral approaches: principles, policies and practices; Victoria University policies and procedures, systems and structures that support teaching and learning; Victoria University’s students: the challenges and opportunities of diversity; learner-centred teaching: principles and practices.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: Report on an inquiry into learning by students (2000 words or equivalent) 100%.

AEX1099 STUDENT LEADERSHIP AND MENTORING

Locations: Melton, Footscray Park, St Albans, Sunbury,
Pre-requisites: Nil.

Descriptions: 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 supportive and engaging learning experiences in 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 mentoring endorsed by a member of the staff of the University and if conducted externally, by a member of the relevant professional group or community organisation.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Twelve hours or equivalent.


Assessment: A comprehensive teaching portfolio, including an oral defence of the portfolio (2000 words or equivalent) 100%.
BACHELOR OF ARTS (INTERNATIONAL STUDIES)/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code: ABBI

Campus: Footscray Park, St Albans,

Course Objectives: (For continuing students only)

This combined degree program is managed by the School of Social Sciences in the Faculty of Arts, Education and Human Development. The BA (International Studies) maintains the opportunity for a student to tailor their degree to an Asian focus, while introducing the opportunity to study a European language and a broader raft of majors with an international focus. In addition, Australia is strategically located in the Asian region and our economic future is, to a large extent, dependent on how well we utilise the trade opportunities which exist. The importance of trade to Australia’s economic future and the need to improve our level of Asian consciousness is reflected in this multidisciplinary study of the history, development, political systems and cultural context of the countries of the Southeast Asian region with an opportunity to study one of three Asian languages: Mandarin (Chinese), Japanese or Vietnamese.

Graduates seeking positions in companies or government agencies which are involved in trade, economic or cultural relations with countries in the Asian region, will have both a good knowledge of the technical aspects of trade and a strong understanding of the cultural, political and historical development of the countries of the Asian region. This combined degree will give students a good grounding in both these aspects and considerably improve their attractiveness to potential employers in either the private or public sectors.

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.

Career Opportunities: 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.

Course Duration: 4 years

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

Course Structure: All undergraduate degree units of study carry a value of 12 credit points in this course. Students must complete 384 credit points to graduate. Students must complete 32 semester-length units of study, a sequence of eight units of study to pursue an Arts major in a language or another international studies major, plus a further six units of study in a language or another international studies major for the Arts Strand.
Year 4
Semester 1
Arts Major - Unit 7
Arts Strand - Unit 6
BHO3373 INTERNATIONAL MARKETING 12
BE03430 INTERNATIONAL ECONOMIC ANALYSIS 12
Semester 2
Arts Major - Unit 8
Arts Elective 1
BE03432 STRATEGIC INTERNATIONAL TRADE OPERATIONS 12
BE03500 APPLIED ECONOMICS RESEARCH PROJECT 12

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF ARTS (I)
Course Code: ABIA
Campus: Footscray Park, St Albans,

Course Objectives: The Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units of study for a three-year degree; 24 units of study for a four-year degree). In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees. 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. 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.

Course Duration: 4 years

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: Year 1 Semester 1
Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4
Year 1 Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8
Year 2 Semester 3
ACX1000 COMMUNICATING TRANSCULTURALLY 12
IS Specialisation: Unit 1
Other Degree Unit 9

Other Degree Unit 10
Year 2 Semester 4
IS Specialisation: Unit 2
IS Elective 1
Other Degree Unit 11
Other Degree Unit 12
Year 3 Semester 5
AAP3014 DIMENSIONS OF GLOBAL POLITICS 12
IS Specialisation: Unit 3
IS Elective 2
Other Degree Unit 13
Year 3 Semester 6
ASX3000 INTERNATIONAL STUDIES PROJECT 12
IS Specialisation: Unit 4
IS Specialisation: Unit 5
Other Degree Unit 14
Year 4 Semester 7
ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12
IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6
Other degree Unit 15 (may be capstone unit*)
Year 4 Semester 8
IS Specialisation: Unit 7
IS Specialisation: Unit 8
IS Elective 4
Other degree Unit 16

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF COMMUNICATION (I)
Course Code: ABIC
Campus: Footscray Park, St Albans,

Course Objectives: 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. 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. 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.

Course Duration: 4 years
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: Year 1 Semester 1
- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4
- Year 1 Semester 2
- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8
- Year 2 Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1000</td>
<td>COMMUNICATING TRANSCULTURALLY</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 2 Semester 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 Semester 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AAP3014   DIMENSIONS OF GLOBAL POLITICS</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 Semester 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASX3000  INTERNATIONAL STUDIES PROJECT</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4 Semester 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASX3001   INTERNATIONAL STUDIES: PROFESSIONAL LEARNING</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Elective 3 (may be capstone unit*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other degree Unit 15 (may be capstone unit*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4 Semester 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other degree Unit 16</td>
<td></td>
</tr>
</tbody>
</table>

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF ENGINEERING (I)

Course Code: ABIE

Campus: Footscray Park,

Course Objectives: Bachelor of International Studies, in combination with another degree, will normally involve students completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (ie. 16 units for a three-year degree; 24 units for a four-year degree). In this combination the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees. 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. 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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*.

Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any).

Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Year 1 Semester 1
- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4
- Year 1 Semester 2
- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8
- Year 2 Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1000</td>
<td>COMMUNICATING TRANSCULTURALLY</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 2 Semester 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 Semester 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AAP3014   DIMENSIONS OF GLOBAL POLITICS</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 Semester 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASX3000  INTERNATIONAL STUDIES PROJECT</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Degree Unit 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4 Semester 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASX3001   INTERNATIONAL STUDIES: PROFESSIONAL LEARNING</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>IS Elective 3 (may be capstone unit*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other degree Unit 15 (may be capstone unit*)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 4 Semester 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Specialisation: Unit 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IS Elective 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other degree Unit 16</td>
<td></td>
</tr>
</tbody>
</table>
BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SCIENCE (I)

Course Code: ABIN

Course Objectives: 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. 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. 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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language. International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Year 1 Semester 1

Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4
Year 1 Semester 2
Other Degree Unit 5
Other Degree Unit 6
Other Degree Unit 7
Other Degree Unit 8
Year 2 Semester 3

IS Elective 3 (may be capstone unit*)
IS Specialisation: Unit 6

Year 4 Semester 8
IS Elective 4

Other degree Unit 16
BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF PSYCHOLOGY (II)
Course Code: ABIP
Campus: Footscray Park, St Albans,

Course Objectives: 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 fulfill all the stipulated mandatory requirements for each of the degrees. 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. 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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent**. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Year 1 Semester 1
- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4
- Year 1 Semester 2
- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8
- Year 2 Semester 3
- ACX1000 COMMUNICATING TRANSCULTURALLY
  - IS Specialisation: Unit 1
- Other Degree Unit 9
- Other Degree Unit 10
- Year 2 Semester 4
- IS Specialisation: Unit 2
- IS Elective 1

Year 2 Semester 5
- AAP3014 DIMENSIONS OF GLOBAL POLITICS

Year 3 Semester 6
- IS Specialisation: Unit 3
- IS Elective 2
- Other Degree Unit 11

Year 3 Semester 7
- IS Specialisation: Unit 4
- IS Specialisation: Unit 5
- Other Degree Unit 12

Year 4 Semester 8
- IS Specialisation: Unit 6
- Other Degree Unit 13

Year 4 Semester 9
- IS Specialisation: Unit 7
- IS Specialisation: Unit 8
- IS Elective 3 (may be capstone unit**)
- Other Degree Unit 14

Year 5 Semester 10
- IS Elective 4
- Other degree Unit 15 (may be capstone unit**)
- Other degree Unit 16

Year 6 Semester 11
- IS Elective 5
- Other degree Unit 17

BACHELOR OF INTERNATIONAL STUDIES/ BACHELOR OF SPORT AND RECREATION MANAGEMENT (I)
Course Code: ABIR
Campus: Footscray Park,

Course Objectives: 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 fulfill all the stipulated mandatory requirements for each of the degrees. 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. 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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent**. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. *
Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Year 1 Semester 1
- Other Degree Unit 1
- Other Degree Unit 2
- Other Degree Unit 3
- Other Degree Unit 4
- Year 1 Semester 2
- Other Degree Unit 5
- Other Degree Unit 6
- Other Degree Unit 7
- Other Degree Unit 8
- Year 2 Semester 3

ACX1000 COMMUNICATING TRANSCULTURALLY 12
- IS Specialisation: Unit 1
- Other Degree Unit 9
- Other Degree Unit 10
- Year 2 Semester 4
- IS Specialisation: Unit 2
- IS Elective 1
- Other Degree Unit 11
- Other Degree Unit 12
- Year 3 Semester 5

AAP3014 DIMENSIONS OF GLOBAL POLITICS 12
- IS Specialisation: Unit 3
- IS Elective 2
- Other Degree Unit 13
- Year 3 Semester 6

ASX3000 INTERNATIONAL STUDIES PROJECT 12
- IS Specialisation: Unit 4
- IS Specialisation: Unit 5
- Other Degree Unit 14
- Year 4 Semester 7

ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING 12
- IS Elective 3 (may be capstone unit**)
- IS Specialisation: Unit 6
- Other degree Unit 15 (may be capstone unit**)
- Year 4 Semester 8
- IS Specialisation: Unit 7
- IS Specialisation: Unit 8
- IS Elective 4
- Other degree Unit 16

BACHELOR OF INTERNATIONAL STUDIES (I)
Course Code: ABIS

Campus: Footscray Park,

Course Objectives: The Bachelor of 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:

- 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 highly recommended. 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.

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.

Career Opportunities: As a stand alone, three-year degree, this course provides 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.

Course Duration: 3 years

Admission Requirements: For Direct Entry into the degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement.

To be awarded the degree of Bachelor of International Studies students must have successfully completed a total of 288 credit points.

Course Structure: All students in the Bachelor of International Studies are required to undertake core studies in international and intercultural learning through project and professional placement. For many students this would include spending a semester studying abroad through student exchange and/or participation in a study tour or participation in work or community service learning.
CORE UNITS

ACX1001  KNOWING AND KNOWLEDGE A  12
ACX1000  COMMUNICATING TRANSCULTURALLY  12
AAP3014  DIMENSIONS OF GLOBAL POLITICS  12
ASX3500  INTERNATIONAL INTERDISCIPLINARY PROJECT  12
ASX3001  INTERNATIONAL STUDIES: PROFESSIONAL LEARNING  12
ACX3003  PROFESSIONAL AND CAREER DEVELOPMENT  12

INTERNATIONAL STUDIES SPECIALISATIONS

Students undertake two specialisation sequences of six units each (total 12 units) from the following:

Advanced English for Speakers of Other Languages (AESOL)
Asian Studies
History
Political Science
Sociology
Vietnamese

Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

(Other three-year language sequences from other universities may also be considered by the coordinator).

PLUS SIX ELECTIVES

ASPAES  ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)  0
ASPSI  ASIAN STUDIES  0
ASPHIS  HISTORY  0
ASPPOL  POLITICAL SCIENCE  0
ASPSOC  SOCIOLOGY  0
ASPVIE  VIETNAMESE  0

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF BUSINESS (INTERNATIONAL TRADE)

Course Code: ABIT

Campus: Footscray Park,

Course Objectives: This combined degree integrates core business studies with studies focusing on international dimensions of political, cultural and social change and cross-cultural communication.

The objectives of the course are to:

• provide students with the opportunity to complete a course of study that develops their knowledge of, and capacity to, engage effectively in international contexts;
• through choice of specialisation/s enable students to develop their knowledge and skills in two or three specific areas relevant to the international context;
• enhance opportunities for students to participate in an extended international experience (such as student exchange) as part of their studies;
• provide the opportunity for students to develop interpersonal and intercultural awareness and skills that will equip them for future employment in culturally diverse contexts both within Australia and globally;

• complement other degree studies in a chosen professional area (for students completing the Bachelor of International Studies within a combined degree program).

Career Opportunities: This four-year combined degree will provide students with a strong grounding in an International Studies specialisation and a variety of International Trade units. Graduates will be well-placed to obtain employment in international business and government organisations as they will have an understanding of business in its social/political/historical and cultural contexts. Graduates will have had the opportunity to combine formal study with workplace and community-based learning, along with study abroad.

Course Duration: 4 years

Admission Requirements: For Direct Entry into the combined degree: Satisfactory completion of Year 12 or equivalent with a grade average of D in English together with fulfilment of any additional specialist requirement.

Course Structure: To be awarded the degree of Bachelor of International Studies/Bachelor of Business (International Trade) students must have successfully completed a total of 384 credit points.

CORE UNITS

Business (International Trade) units

BAO1101  ACCOUNTING FOR DECISION MAKING  12
BE0105  ECONOMIC PRINCIPLES  12
BCO1102  INFORMATION SYSTEMS FOR BUSINESS  12
BE01106  BUSINESS STATISTICS  12
BHO1171  INTRODUCTION TO MARKETING  12
BLO1105  BUSINESS LAW  12
BNO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
BFP1001  PROFESSIONAL DEVELOPMENT 1  12
BE01252  INTERNATIONAL BUSINESS CONTEXT  12
BE02254  STATISTICS FOR BUSINESS AND MARKETING  12
BE03378  INTERNATIONAL ECONOMICS AND FINANCE  12
BFP2001  PROFESSIONAL DEVELOPMENT 2  12
BE03432  STRATEGIC INTERNATIONAL TRADE OPERATIONS  12
BE03430  INTERNATIONAL ECONOMIC ANALYSIS  12
BE03517  INTERNATIONAL TRADE PRACTICES  12
BHO3373  INTERNATIONAL MARKETING  12

Arts (International Studies) units

ACX1000  COMMUNICATING TRANSCULTURALLY  12
AAP3014  DIMENSIONS OF GLOBAL POLITICS  12
ASX3500  INTERNATIONAL INTERDISCIPLINARY PROJECT  12
ASX3001  INTERNATIONAL STUDIES: PROFESSIONAL LEARNING  12

INTERNATIONAL STUDIES SPECIALISATIONS

Students undertake a specialisation sequence of six units from the following:

Advanced English for Speakers of Other Languages (AESOL)
Asian Studies
History
Political Science
Sociology
Vietnamese
Specialisations in Chinese, Japanese, Spanish, Indonesian and Arabic are also available through a complementary enrolment agreement with the University of Melbourne.

(Other three-year language sequences from other universities may also be considered by the coordinator).

PLUS SIX ELECTIVES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAPES</td>
<td>ADVANCED ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (AESOL)</td>
<td>0</td>
</tr>
<tr>
<td>ASPASI</td>
<td>ASIAN STUDIES</td>
<td>0</td>
</tr>
<tr>
<td>ASPHIS</td>
<td>HISTORY</td>
<td>0</td>
</tr>
<tr>
<td>ASPPPOL</td>
<td>POLITICAL SCIENCE</td>
<td>0</td>
</tr>
<tr>
<td>ASPSOC</td>
<td>SOCIOLOGY</td>
<td>0</td>
</tr>
<tr>
<td>ASPVIE</td>
<td>VIETNAMESE</td>
<td>0</td>
</tr>
</tbody>
</table>

**BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF SOCIAL WORK (I)**

Course Code: ABIW

Campus: St Albans,

Course Objectives: Bachelor of International Studies in combination with another degree will normally involve the student completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees. 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. 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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any). Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Year 1 Semester 1

Other Degree Unit 1
Other Degree Unit 2
Other Degree Unit 3
Other Degree Unit 4
Year 1 Semester 2

BACHELOR OF INTERNATIONAL STUDIES/BACHELOR OF EXERCISE SCIENCE & HUMAN MOVEMENT (I)

Course Code: ABIX

Campus: Footscray Park,

Course Objectives: 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. In this combination, students will also need to fulfil all the stipulated mandatory requirements for each of the degrees.

Course Duration: 4 years
Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any).
Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band consideration is given to performance in the full range of VCE studies undertaken. * Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.
Course Structure: Bachelor of International Studies in combination with another degree will normally involve the student completing 16 units of International Studies together with 2/3 of the normal unit requirements for their other degree (i.e. 16 units for a three-year degree; 24 units for a four-year degree). In this combination, the student will also need to fulfil all the stipulated mandatory requirements for each of the degrees.
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.
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 Psychology/Bachelor of Business (Human Resource Management)
Course Code: ABPH
Campus: Footscray Park,
Course Objectives: 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) degree aims to provide a thorough educational experience to students. It exposes them to the psychological and managerial forces that have shaped and continue to shape, Australia’s institutions, while at the same time giving them a variety of business, research and vocational skills which they can utilise directly in either a general business or related environment. The course focuses on management, psychological and research competencies with particular emphasis on human resource issues.
Course Duration: 4 years
Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at Year 12 or equivalent*.
Year 12 Prerequisites Units 3 and 4 study score of at least 20 in English (any). Selection Mode Current year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record. Middle Band: consideration is given to performance in the full range of VCE studies undertaken.
Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - overall score of 6 and no individual band score less than 6.0.

Course Structure: 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.

Year 1, Semester 1

APP1012  PSYCHOLOGY 1A 12
BM0102  MANAGEMENT AND ORGANISATION BEHAVIOUR 12
BE0105  ECONOMIC PRINCIPLES 12
Arts Elective 1

Year 1, Semester 2

APP1013  PSYCHOLOGY 1B 12
BC0102  INFORMATION SYSTEMS FOR BUSINESS 12
BFP1001  PROFESSIONAL DEVELOPMENT 1 12
Arts Elective 2

Year 2, Semester 1

APP2013  PSYCHOLOGY 2A 12
APP2031  DEVELOPMENT ISSUES IN PSYCHOLOGY 12
BE0106  BUSINESS STATISTICS 12
BFP2001  PROFESSIONAL DEVELOPMENT 2 12

Year 2, Semester 2

APP2014  PSYCHOLOGY 2B 12
BA0101  ACCOUNTING FOR DECISION MAKING 12
BL0105  BUSINESS LAW 12
Psychology 3 Elective 1

Year 3, Semester 1

APP3036  HISTORY AND THEORIES IN PSYCHOLOGY 12
APS2030  QUALITATIVE SOCIAL RESEARCH METHODS 1 12
BL0207  EMPLOYMENT LAW 12
BM03476  TRAINING AND DEVELOPMENT 12

Year 3, Semester 2

APP3037  CLINICAL ASPECTS OF PSYCHOLOGY 12
APS2040  QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
BM03420  HUMAN RESOURCE INFORMATION SYSTEMS 12
BM03220  HUMAN RESOURCE MANAGEMENT 12

Year 4, Semester 1

APP3035  RESEARCH METHODS IN PSYCHOLOGY 12
BHO1171  INTRODUCTION TO MARKETING 12
BM03323  EMPLOYEE RELATIONS MANAGEMENT 12

Arts Elective 3

Year 4, Semester 2

APP3023  PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
BM03324  CONSULTING AND COUNSELLING 12
BM03325  HUMAN RESOURCES MANAGEMENT EVALUATION 12

Psychology 3 Elective 2

BACHELOR OF PSYCHOLOGY (INTERPERSONAL & ORGANISATIONAL) (I)

Course Code: ABPI

Campus: St Albans,

Course Objectives: 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 specialisation) with a specialisation that directly links important psychological interpersonal and organisational concepts with workplace settings.

The course is designed to:

- prepare entry into a fourth year of studies which will enable graduates to meet the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board and Associate Membership of the Australian Psychological Society;
- develop generic interpersonal and organisational skills, eg. listening, communicating, leading, interviewing, observing and decision-making, in students;
- enable students to acquire the basis for skilled interactions in a class setting and practise these through a fieldwork component;
- encourage reflection on such interactions with individuals and groups from a theoretical and psychological point of view.

Career Opportunities: 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, human resources or may undertake further study to qualify as teachers or social workers.

Successful completion of a fourth year of study will enable graduates of the Psychology degree to receive Associate Membership with the Australian Psychological Society (APS), and will meet the academic requirements for professional accreditation with the Psychologists Registration Board of Victoria.

Course Duration: 3 years

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

Course Structure: To be awarded the degree of Bachelor of Psychology (Interpersonal & Organisational), students must successfully complete a total of 288 points. Students are required to complete a specialisation in Psychology (ten units) and a required sequence in Interpersonal & Organisational (eight units). In addition, students will also be required to complete Knowing and Knowledge A and Foundations of Psychological Research at first-year level plus four general electives across Years 1 and 2, chosen from units offered at the general Bachelor of Arts. To complete the course, students will be required to complete 24 units of study in all.

CORE UNITS

APP1012  PSYCHOLOGY 1A 12
BHO1171  INTRODUCTION TO MARKETING 12
BM03323  EMPLOYEE RELATIONS MANAGEMENT 12

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.
BACHELOR OF PSYCHOLOGY (I)

Course Code: ABPP

Campus: Footscray Park,

Course Objectives: The Bachelor of Psychology 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, Vietnamese, Asian Studies, History, Literary Studies or Social Research Methods.

This degree is designed to give students a strong foundation in the scientist-practitioner model of Psychology. It will prepare them to pursue professional studies in Psychology, or to use the theoretical, practical and research skills gained to pursue a wide range of career and study options.

Career Opportunities: 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, community services and human resources, or may undertake further study to qualify as teachers or social workers.

Course Duration: 3 years

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

Course Structure: All students must complete a total of 288 credit points. Students must complete 24 semester-length units of study as follows:

- A specialisation in Psychology (10 sequential semester units of study);
- Qualitative Social Research Methods and Quantitative Social Research Methods;
- Knowing and Knowledge A and Foundations of Psychological Research (Foundation units of study — compulsory in first year);
- The Capstone Unit APP3023 Psychological Issues in the Workplace;
- Eight electives from the general Bachelor of Arts which must include a specialisation;

No more than eight first-year units of study can be counted towards the 24 units of study required for the degree.

CORE UNITS OF STUDY

APP1014 INTERPERSONAL SKILLS 12
APP1013 PSYCHOLOGY 1B 12
APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH 12
APP1015 ORGANISATIONAL SKILLS 1 12
APP2013 PSYCHOLOGY 2A 12
APP2023 INTERPERSONAL SKILLS 2 12
APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY 12
APP2014 PSYCHOLOGY 2B 12
APP2024 ORGANISATIONAL SKILLS 2 12
APP3028 FIELDWORK 12
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APP3029 SKILLS IN CONTEXT 12
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12

PLUS 2 Psych Electives
PLUS 8 Electives from the Bachelor of Arts (Must include a specialisation)

BACHELOR OF ARTS/BACHELOR OF SCIENCE

Course Code: ABPS

Campus: St Albans,

Course Objectives: (For continuing students only)

The double degree structure of the Bachelor of Arts/Bachelor of Science integrates education, training and research. The course offers an expanded range of options to the better academically qualified students entering the program, enhancing the range of skills of students in a range of disciplines, thus increasing their employability. The course will give students access to a broad curriculum and to a program which transcends disciplinary boundaries.

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).
**Career Opportunities:** 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.

**Course Duration:** 4 years

**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).

**Course Structure:**

- The double degree structure of the Bachelor of Arts/Bachelor of Science is designed to provide students with a choice of two Arts majors, consisting of eight units each except for Psychology and Multimedia which are eight units.
- Social Research Methods major is six units commencing in Year 2.
- The majors currently offered at St Albans campus include: Communication Studies, Community Development, Gender Studies, Literary Studies, Media Studies, Multimedia, Organisational Studies, Professional Writing, Psychology, Psychosocial Studies, Social Research Methods, Sociology, Sociology of the Global South, Policy Studies, and Spanish and Spanish Studies.
- 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.

**Year 1, Semester 1**

For a normal full-time load:

- RBF1310  BIOLOGY 1 12
- RBF1150  GLOBAL ENVIRONMENTAL ISSUES 12
- Plus Arts Major 1
- Plus Arts Elective

**Year 1, Semester 2**

- RBF1320  BIOLOGY 2 12
- RBF1160  AUSTRALIAN LANDSCAPES AND BIOTA 12
- Plus Arts Major 2
- Plus Arts Elective

**Year 2, Semester 1**

- RBF2610  FUNDAMENTALS OF ECOLOGY 12
- RBF2640  AUSTRALIAN ANIMALS 12
- Plus Arts Major 3
- Plus Arts Elective

**Year 2, Semester 2**

- RBF2610  FUNDAMENTALS OF ECOLOGY 12
- RBF2640  AUSTRALIAN ANIMALS 12
- Plus Arts Major 3
- Plus Arts Elective

**Year 3, Semester 1**

- RMA1110  MATHEMATICS FOR THE BIOLOGICAL AND CHEMICAL SCIENCES 1 12
- RCS3411  ENVIRONMENTAL LEGISLATION 12
- Plus Arts Major 5
- Plus Arts Elective

**Year 3, Semester 2**

- RMA1120  STATISTICS FOR THE BIOLOGICAL AND CHEMICAL SCIENCES 2 12
- Plus Science Elective
- Plus Arts Major 6
- Plus Arts Elective

**Year 4, Semester 1**

- Two Science Electives
- Plus Arts Major 7
- Plus Arts Elective

**Year 4, Semester 2**

- APP3023  PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
- Plus Arts Major 8
- Plus 2 Science Electives

---

**BACHELOR OF SCIENCE (PSYCHOLOGY) (I)**

**Course Code:** ABPY

**Campus:** St Albans,

**Course Objectives:** The Bachelor of Science (Psychology) is an undergraduate course for those who want to study psychology and social research methods in combination with the study of science units. PROFESSIONAL RECOGNITION Australian Psychology Accreditation Council (APAC) accredited. Successful completion of a 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.

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.

**Career Opportunities:** This is the three-year undergraduate program in psychology accredited by the Australian Psychology Accreditation Council (APAC). Graduates with this degree can apply for the fourth year program in psychology (honours or graduate diploma in psychology).

**Course Duration:** 3 years

**Admission Requirements:** 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 very helpful.

**Course Structure:** To be awarded the Bachelor of Science (Psychology) students must have successfully completed a total of 288 credit points.

**Science Specialisation**

The Science Specialisation comprises a recognised three-year sequence of elective units within the Faculty of Health, Engineering and Science. By selecting appropriate combinations of elective units, students may obtain a specialisation in psychology together with a second science specialisation including, but not limited to, the following discipline areas:

- Human Bioscience;
- Human Bioscience/Wellness;
- Human Bioscience/Nutrition;
Social Research Methods;
Chemistry/Biochemistry/Nutrition;
Variations to specialisation, or alternative specialisation will be considered, subject to approval from the Course Co-ordinator and unit availability.

Social Research Methods Specialisation

Students wishing to complete this specialisation must do APS3020 Qualitative Research Methods 2, APS3021 Quantitative Research Methods 2 and APS3040 Independent Research Project as well as a two-year sequence of units selected from those available for the science specialisation (as listed).

Students must complete 15 core units and 9 elective units of study selected from the lists below.

**CORE UNITS OF STUDY**

APP1012 PSYCHOLOGY 1A 12
APP1013 PSYCHOLOGY 1B 12
RBF1310 BIOLOGY 1 12
RBF1320 BIOLOGY 2 12
RBM1518 HUMAN PHYSIOLOGY 1 12
RBM1528 HUMAN PHYSIOLOGY 2 12
APP2013 PSYCHOLOGY 2A 12
APP2014 PSYCHOLOGY 2B 12
APS2030 QUALITATIVE SOCIAL RESEARCH METHODS 1 12
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1 12
APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY 12
APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE 12
APP3035 RESEARCH METHODS IN PSYCHOLOGY 12
APP3036 HISTORY AND THEORIES IN PSYCHOLOGY 12
APP3037 CLINICAL ASPECTS OF PSYCHOLOGY 12

**ELECTIVE UNITS OF STUDY**

Students are required to complete nine elective units of study comprising of:

- **First Year**
  - Two Science electives (12 credit points each)
- **Second Year**
  - Two 2nd year Science electives (12 credit points each)
  - And one Psychology elective (12 credit points)
- **Third Year**
  - Four 3rd year Science electives (12 credit points each)

**PSYCHOLOGY ELECTIVE UNIT OPTIONS**

All electives are Year 2 or 3 - maybe available St Albans or Footscray Park.

- Offered as guide only check science timetable to confirm availability.

**FIRST-YEAR SCIENCE ELECTIVE UNIT OPTIONS**

- Offered as guide only check science timetable to confirm availability.

**SECOND-YEAR SCIENCE ELECTIVE UNIT OPTIONS**

- Offered as guide only check science timetable to confirm availability.

**THIRD-YEAR SCIENCE ELECTIVE UNIT OPTIONS**

- Offered as guide only check science timetable to confirm availability.

- Offered as guide only check science timetable to confirm availability.


BACHELOR OF ARTS (HUMAN SERVICES)

Course Code: ABSB

Course Objectives: (For continuing students only)

This three-year Bachelor of Arts course aims to provide students with a knowledge and skills base in the human services field so they may graduate with an entry-level qualification for a range of human services occupations. The course also aims to provide existing workers in the industry with the opportunity to gain accreditation in their sector and enhance their career prospects.

Career Opportunities: 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: 3 years

Admission Requirements: To qualify for admission to the first year of the course, an applicant must have normally successfully completed a course of study at Year 12 or equivalent, including at least a grade average of D or above in English, or be eligible for special admission.

In the case of students articulating from TAFE courses, graduates from TAFE human services oriented courses, such as diploma courses in welfare, community justice, community development, financial counselling, youth and child care, and certificate or advanced certificate courses in home and community care, residential and community services, and legal practice, applicants will be granted advanced standing in the course depending on the level of their qualifications and nature of the course undertaken. In the case of TAFE diploma courses in welfare, community justice, and community development, the advanced standing would generally be from 12 to 18 months of the degree depending on the course; in the case of other TAFE courses it would generally be from six to 12 months depending on the course. In all cases, the final decision on advanced standing would be made at the discretion of the Course Co-ordinator, taking into account the academic history and human service work experience of the applicant.

Course Structure: To qualify for the award of Bachelor of Arts (Human Services), students must complete a total of 288 credit points. Students must complete a major sequence in Policy Studies; a major sequence in Social Science; three core units of study in Human Services; two first-year foundation units; four elective units and two fieldwork units.

Stream Information

Psychology Stream

Year 1
APP1012 PSYCHOLOGY 1A 12
APP1013 PSYCHOLOGY 1B 12

Year 2
APP2013 PSYCHOLOGY 2A 12
APP2014 PSYCHOLOGY 2B 12

Gender Studies Stream

Year 1
ACW1020 SEX AND GENDER 12
ACW1021 FASHIONING GENDER 12

Year 2
ASS2040 SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES 12
ASC2004 RESEARCH AND FIELDWORK 2 12

Year 3
ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF 12
ASB3011 HUMAN SERVICES 2B 12
ACX3003 PROFESSIONAL AND CAREER DEVELOPMENT 12

Plus one unit of study from the student’s chosen stream

Plus one elective
Students enter at third-year level. The duration for each unit is one semester unless specified otherwise.

Year 3 Semester 1

- ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5
- ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF
- ASC3005 RESEARCH AND FIELDWORK 3
- ASC3031 COMMUNICATION THEORY: WORKSHOPS A

Year 3 Semester 2

- ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6
- ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES
- ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD
- ASC3006 RESEARCH AND FIELDWORK 4

BACHELOR OF ARTS (INTERNATIONAL COMMUNITY DEVELOPMENT) (I)

Course Code: ABSD

Campus: St Albans,

Course Objectives: (For continuing students only)

Prospective students please look at the new course ABSE Bachelor of Arts (Community Development). This course combines skills and training for the community development sector with studies of social, economic and cultural change in the Pacific Islands, Africa, Latin America and Asia. Students in the BA (International Community Development) undertake units of study in community development theory and practice. There are also contextual units of study in international development, 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.

Career Opportunities: Graduates of this course are working as project workers and field staff in government, non-government and intergovernmental development organisations operating in areas such as: community learning centres; community health associations; rural community development groups; women’s advocacy organisations’ youth programs; environmental organisations; social and community development programs; policy and research institutes; co-operatives; post-conflict reconstruction situations and intergovernmental organisations.

Course Duration: 3 years

Admission Requirements: All applicants are also required to provide evidence of interest and involvement in community or human service work on either a paid or voluntary basis. Applicants are required to apply through VTAC. Overseas applicants under the age of 21 are required to demonstrate satisfactory completion of a secondary qualification equivalent to the Victorian VCE qualification.

Course Structure: Credit transfer may be arranged for previous studies. Recognition of prior learning is also offered for students who have relevant work or life experience that relates and equates to the skills and knowledge required in specific units of study.

Students must complete 288 credit points to be awarded the degree of Bachelor of Arts (International Community Development).
The Bachelor of Arts (Community Development) has admission requirements:

Successful completion of VCE or equivalent.

Students must have completed:

• COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL
• SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS
• COMMUNICATIONS WORKSHOP

For the Diploma Community Development or related fields.

Career Opportunities: Research Officers in government or non-governmental sectors; Community Engagement Officers or Cultural Officers in local government, Human Services Officers in State or Federal Government, Advocacy Portfolios in multilateral agencies and international non-governmental organisations and teaching and/or related fields.

Course Duration: 3 years

Admission Requirements: Diploma Community Development or related fields. Successful completion of VCE or equivalent.

Course Structure: Students undertake streams in either International Community Development or General Community Development. To be awarded the degree of Bachelor of Arts (Community Development), students must complete:

Examples of electives:

- CULTURE AND POLITICS IN INDONESIA
- VIDEO PRODUCTION
- COMMUNICATING WITH RADIO
- GENDER, SCREEN, IDENTITY
- GENDER ON THE AGENDA
- WOMEN AND INTERNATIONAL DEVELOPMENT
- RETHINKING THE FAMILY

ACW3023  GENDER CROSS-CULTURALLY 12
ASIN2001  MEDIATION 12
ASS2027  TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12

Other electives may be chosen, however, students must check with their Course Co-ordinator first.

Faculty of Arts, Education and Human Development
Criminal justice has become increasingly complex,

- a total of 288 credit points;
- fifteen core units;
- five stream units in either International Community Development or General Community Development;
- four elective units.

Core Units of Study

Common Units of Study for Both Streams

ASA1023  Community Development from the Local to the Global 12
APP1014  Interpersonal Skills 12
ASA1024  Applied Human Rights 12
ASC1010  Fieldwork Placement 1 12
ASA2023  Working with Organisations: Problems and Possibilities 12

PLUS ELECTIVES

ASS3031  Sociology 3C: Governing Civic Life: Citizen, Nation, Self 12
ASC3021  Community Development: Theory and Practice 5 12
ASS3013  Sociology 3B: International Social Policy 12
ASS3012  Sociology 3A: Colonisation, Decolonisation and Development 12

General Community Development

Core Units

ASS1051  Sociology 1A 12
ASS1052  Sociology 1B 12
ASC3021  Community Development: Theory and Practice 5 12
ASS3031  Sociology 3C: Governing Civic Life: Citizen, Nation, Self 12
ASS3032  Sociology 3D: Formations of Power: Governing Cultural Identity in a ‘Postcolonial’ World 12

Plus Electives

Students are required to complete four electives over the duration of this course.
The three-year Bachelor of Arts (Legal Studies) degree aims to provide a broad education in aspects of the law and a variety of legal issues which complement studies in arts and social sciences. The course also provides opportunities for students to pursue related studies as electives. The degree equips graduates to more effectively compete in the employment market for those positions in the private and public sectors, which Arts graduates have traditionally pursued - that is, in the broad field of administration, research, and personnel work. It also equips graduates to compete for positions in the recently emerged and rapidly growing 'paralegal' field in the commercial setting of law firms and in the relevant public sector agencies, providing legal assistance to law professionals. The degree is not aimed at, nor does it qualify students for, admission to practise as a solicitor or barrister of the Supreme Court of Victoria.

Course Objectives:

- Develop knowledge and understanding in socio-legal studies, social sciences, law and social research in order to explore relevant problems in the social distribution of justice;
- Develop skills to problematise work in legal and justice settings;
- Develop effective communication and organising skills in the fields of law and justice;
- Develop broad awareness of theory and practice in relevant para-legal fields;
- Promote a scholarly approach to researching and reporting issues and problems in socio-legal studies.

Career Opportunities: The degree equips graduates to more effectively compete in the employment market for those positions in the private and public sectors, which Arts graduates have traditionally pursued - that is, in the broad field of administration, research and personnel work. It also equips graduates to compete for positions in the recently emerged and rapidly growing ‘paralegal’ field in the commercial setting of law firms and in the relevant public sector agencies, providing legal assistance to law professionals. The degree is not aimed at, nor does it qualify students for, admission to practise as a solicitor or barrister of the Supreme Court of Victoria.

Course Duration: 3 years

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.

Course Structure: To be awarded the degree of Bachelor of Arts (Legal Studies) students must have successfully completed a total of 288 credit points. All units of study are worth 12 credit points. Full-time students will normally complete an average of 48 points each semester.

In addition students must satisfy the following requirements:

- successful completion of 24 semester units of study, including 10 in the Faculty of Business and Law and 14 in the Faculty of Arts, Education and Human Development.
- students may not enrol in more than 10 units of study overall at first-year level. An Arts specialisation is six units of study in the same subject area - two at first-year level and then another four at second and third-year levels.
- students in the BA (Legal Studies) course are strongly advised to undertake Sociology as their Arts specialisation. Information on other Arts units of study/ specialisations offered at Footscray Park campus is available to assist in students' selection of units of study. Information regarding which law units of study are available in each semester for this year is available during the enrolment period.

Note: An Arts elective may be taken in place of ASL3002 Law and Governance.

**BACHELOR OF ARTS (LEGAL STUDIES) (I)**

**Course Code:** ABSL

**Campus:** Footscray Park,

**Course 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 practise as a solicitor or barrister of the Supreme Court of Victoria.

**Course Structure:**

1. **Specialisation one**
   - ASSI051  SOCIOLOGY 1A 12
   - ASSI052  SOCIOLOGY 1B 12
   - ASS2009  MAKING MODERN IDENTITIES 12
   - ASS2013  SOCIOLOGY OF THE BODY 12
   - ASS3009  SOCIOLOGY OF LAW 12
   - ASS3007  SPACE, KNOWLEDGE AND POWER 12

2. **Specialisation two**
   - BLB1101  AUSTRALIAN LEGAL SYSTEM IN CONTEXT 12
   - ASL1003  CRIMINAL JUSTICE SYSTEM 12
   - BLB1115  TORTS 12
   - ASL2003  ETHICS 12
   - ASL2001  TECHNOLOGY AND LAW 12
   - ASL3002  LAW AND GOVERNANCE 12

**Note:** An Arts elective may be taken in place of ASL3002 Law and Governance.

**Electives**

One elective from the general Arts degree

**BACHELOR OF ARTS (ADVOCACY & MEDIATION) (I)**

**Course Code:** ABSM

**Campus:** Footscray Park,

**Course Objectives:** 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.

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.

Career Opportunities: The course equips students with the skills and understandings for a range of strategies, including mediation, conflict resolution and advocacy. As such the course is also relevant to a wide range of government and non-government positions, which involve conflict or dispute settlement as a key responsibility. Graduates go into such positions as: community legal centre workers and coordinators, police community liaison officers, welfare counsellors and advocacy agency workers, community outreach workers, Aboriginal outreach workers, consumer advocates, workers in community-based ‘early intervention’ programs targeted at young offenders, disability worker advocate positions, equal opportunity workers, affirmative action, or equity officers in large organisations.

Course Duration: To be advised.

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.

Course Structure: 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.

Year 1 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS1001</td>
<td>SOCIOLOGY 1A: INTRODUCTION TO SOCIOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>BLB1101</td>
<td>AUSTRALIAN LEGAL SYSTEM IN CONTEXT</td>
<td>12</td>
</tr>
<tr>
<td>BLB1114</td>
<td>LEGAL RESEARCH METHODS</td>
<td>12</td>
</tr>
<tr>
<td>Arts Elective 1 (Year 1 level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 1 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS1002</td>
<td>SOCIOLOGY 1B: MANAGING NORMALITY</td>
<td>12</td>
</tr>
<tr>
<td>ACK1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
<td>12</td>
</tr>
<tr>
<td>BL03352</td>
<td>LEGAL TOPICS B</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 2 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC3095</td>
<td>CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES</td>
<td>12</td>
</tr>
<tr>
<td>ASS2009</td>
<td>MAKING MODERN IDENTITIES</td>
<td>12</td>
</tr>
<tr>
<td>ASC2003</td>
<td>RESEARCH AND FIELDWORK</td>
<td>12</td>
</tr>
<tr>
<td>Arts Elective 3 (Year 1 or 2 level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 2 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASM2002</td>
<td>RESTORATIVE JUSTICE</td>
<td>12</td>
</tr>
<tr>
<td>ASS2013</td>
<td>SOCIOLOGY OF THE BODY</td>
<td>12</td>
</tr>
<tr>
<td>BL02207</td>
<td>EMPLOYMENT LAW</td>
<td>12</td>
</tr>
<tr>
<td>Arts Elective 4 (Must be Year 1 or 2 level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS3009</td>
<td>SOCIOLOGY OF LAW</td>
<td>12</td>
</tr>
<tr>
<td>BL03332</td>
<td>ADMINISTRATIVE LAW</td>
<td>12</td>
</tr>
<tr>
<td>ASM3001</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 1</td>
<td>12</td>
</tr>
<tr>
<td>Arts Elective 5 (Must be Year 2 or 3 level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Year 3 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASM2001</td>
<td>MEDIATION</td>
<td>12</td>
</tr>
<tr>
<td>ASL002</td>
<td>LAW AND GOVERNANCE</td>
<td>12</td>
</tr>
<tr>
<td>ASM3002</td>
<td>ADVOCACY AND MEDIATION INTERNSHIP 2</td>
<td>12</td>
</tr>
<tr>
<td>Arts Elective 6 (Year 2 or 3 level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BACHELOR OF SOCIAL WORK (PRELIMINARY YEAR) (I)**

Course Code: ABSP

Campus: Footscray Park, St Albans,

Course Objectives: At the completion of the course students are eligible for entry to the Bachelor of Social Work degree or alternatively may continue into the second year of the Bachelor of Arts. The course provides the prerequisite one-year of tertiary study in social sciences for entry to the three-year Bachelor of Social Work course (St Albans Campus).

This course provides the prerequisite one year (full-time) tertiary study in social sciences for entry to the three year Bachelor of Social Work course (ABSW) or alternatively continue in the second year of the Bachelor of Arts degree (ABBA).

Broadly the objectives are:

- Obtain knowledge from the humanities and social sciences that informs social work;
- Gain an understanding of the socio-economic, political, psychological, and cultural forces that shape people’s lives;
- Become aware of how society has developed and is organised and
- Obtain knowledge that enables students to broaden an understanding of themselves and the world.

Career Opportunities: Students who progress to complete the Bachelor of Social Work will be eligible for membership of the Australian Association for Social Workers and will be qualified to pursue a career in human services.

Course Duration: 1 year

Admission Requirements: Satisfactory completion of Year 12 or equivalent with a grade average of D in English. Applicants may also apply on an Alternative Category Entry basis.
Course Structure: Students must complete a total of 96 credit points including the following:
- Knowing and Knowledge A and Knowing and Knowledge B;
- two units of study in either Psychology and/or Sociology;
- two or four electives (depending on whether both Psychology and Sociology are undertaken).

CORE UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACX1001</td>
<td>KNOWING AND KNOWLEDGE A</td>
<td>12</td>
</tr>
<tr>
<td>ACX1002</td>
<td>KNOWING AND KNOWLEDGE B</td>
<td>12</td>
</tr>
</tbody>
</table>

Students must select one or both of these pairs of units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASS1051</td>
<td>SOCIOLOGY 1A</td>
<td>12</td>
</tr>
<tr>
<td>ASS1052</td>
<td>SOCIOLOGY 1B</td>
<td>12</td>
</tr>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td>12</td>
</tr>
<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus two or four electives to make a total of eight units in the course

BACHELOR OF SOCIAL WORK (I)

Course Code: ABWUW

Campus: Footscray Nicholson,

Course Objectives: Social Work is a key profession in the promotion of social justice and social welfare in Australian society, and internationally. Social workers are involved with people at individual, family, and community levels to bring about change. Social workers require strong analytical skills and a high level of knowledge in order to understand and address the causes and dynamics of social disadvantage. At the same time, they require a large repertoire of skills for working with individuals, groups and communities to assist them in gaining greater control over resources and decision-making. The degree course is designed to provide students with the knowledge and skills necessary for contemporary social work practice. Upon completion of the course, students will have a strong grounding in the following areas: interpersonal and groupwork, community development, policy analysis, social research and social action. Industry-based education is an integral part of the teaching program and over the duration of the course, students will normally complete two field education placements in different human services agency settings. The Bachelor of Social Work is a total of four years’ full-time study or part-time equivalent. Usually, the first year is undertaken as the first year of a Bachelor of Arts or Social Sciences degree. The Faculty of Arts, Education and Human Development also offers a Bachelor of Social Work (Preliminary Year), which fulfils this first year requirement. The Bachelor of Social Work course is accredited by the Australian Association of Social Workers. Maximum Credit Transfer Policy Bachelor of Social Work students may apply for credit transfer for previous studies. If you think you may be eligible for credit transfer, you will need to consult with the course coordinator and unit coordinators for the relevant units. In accordance with Victoria University policy, BSW students must complete a minimum of eight units of study in addition to Field Education placements.

The Bachelor of Social Work course aims to prepare students for effective professional practice as social workers in the social and community services industries. (a) General Objectives

The general objectives of the curriculum are associated with the liberal arts component of the BSW Course, which in time sequence precedes the professional component of the BSW course. There is variation among students in terms of the number of years of tertiary education completed. It ranges from a minimum of one year to completed degrees. We advise those students who are about to enter university and are inquiring about which units of study they ought to pursue to prepare them for social work, to take a broad range of units from different disciplines rather than concentrating on only one or two disciplines. The objectives of the liberal arts component of the BSW course at Victoria University are:

- to obtain knowledge from the humanities and social sciences that informs social work;
- to gain an understanding of the socioeconomic, political, psychological, and cultural forces that impinge upon people's lives;
- to become aware of how society has developed and is organised; and
- to obtain knowledge that enables students to broaden the understanding of themselves and the world.

(b) Professional Objectives The objectives of the professional component of the BSW programs are:

- to help meet the social welfare labour force needs of Australia generally and the western region of Melbourne in particular;
- to increase students’ knowledge and understanding of social welfare in the Australian context, emphasising origins, ideological bases, development, functions, contradictions, administrative forms, and impacts on oppressed groups including Indigenous people, poor people, women, people of colour and people with disabilities;
- to expand students’ understanding of the historical development of social work and of social work practice, including its scope and limitations, its internal debates, and its interrelationship with other bodies of knowledge;
- to introduce students to the origins, manifestations, dynamics, causes and consequences of social inequality and oppression;
- to facilitate students’ development of purposeful use of skills within a wide range of social work roles and methods of intervention necessary for the elimination of social inequality and obstacles to social functioning;
- to enhance students’ development, intellectual inquisitiveness, creative problem-solving skills, reflective practices, and proper use of a range of research methods; a facility for critical questioning, and a goal of life-long learning; and
- to strengthen students’ understanding of, and commitment to, social work purposes, values, ideals, beliefs, and identity; particularly to understand it from an anti-oppressive framework.

Career Opportunities: The course is aimed at preparing graduates for employment across a range of settings including: local government human services, Federal and state government, hospitals and community health centres, and non-government and community-managed human services organisations. Graduating students will also be qualified to practise as professional Social Workers and will be eligible for membership of the Australian Association of Social Workers (AASW).

Course Duration: 4 years

Admission Requirements: Entry to the degree may be at various levels depending on prior study and work experience. Applicants with prior tertiary studies or substantial work experience in the social and community services may be eligible for recognition of prior learning.

Applicants for the Bachelor of Social Work should complete the direct admission/supplementary information form. Please note the additional information requirements for social work in Sections E (ii) — two references and two 500 word statements and E (iii) — work experience.

Course Structure: The structure of the BSW qualification is:

Preliminary Year

One year minimum of tertiary study including completion of at least two semesters of relevant social science units, eg. sociology and psychology, politics and economics. The preliminary year can be undertaken as part of either a Bachelor of Arts or the Bachelor of Social Work Preliminary Year (ABSP) offered at Victoria University or equivalent degree courses at other universities. Applications for the Bachelor of Social Work Preliminary Year (ABSP) are through VTAC.

CORE UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASW2102</td>
<td>SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT</td>
<td>12</td>
</tr>
</tbody>
</table>
ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT 12
ASW2202 SOCIAL WORK THEORIES 12
ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS 12
ASW2013 INTRODUCTION TO SOCIAL POLICY 12
ASW2090 GROUPWORK THEORY AND PRACTICE 12
ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS 12
ASW2098 SOCIAL RESEARCH 1 12
ASW3011 SKILLS FOR SOCIAL WORK DIRECT PRACTICE 12
ASW3012 CRITICAL SOCIAL WORK THEORIES 12
ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS 12
AEX1101 INDIGENOUS AUSTRALIAN ISSUES AND UNDERSTANDINGS 12
ASW3201 FIELD EDUCATION 1 24
ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR 12
ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES 12
ASW444 COMMUNITY DEVELOPMENT 12
ASW4092 SOCIAL WORK RESEARCH 2 12
ASW4290 FIELD EDUCATION 2 24
ASW4090 SOCIAL POLICY ANALYSIS: CURRENT ISSUES 12
ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR 12

STUDENTS MUST ALSO COMPLETE THE FOLLOWING:
If NOT undertaking Honours
Two professional units from the list below
(Please note that only two of these units are offered each year)

ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT 12
ASW4048 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY 12
ASW4049 SOCIAL WORK WITH SCHOOLS 12
ASW4050 STATUTORY SOCIAL WORK 12
ASW4051 SUPERVISION PRACTICE IN SOCIAL WORK 12

If undertaking Honours
ASW5002 SOCIAL WORK HONOURS: SEMINAR 24
ASW5003 SOCIAL WORK HONOURS THESIS 24

BACHELOR OF ARTS (INTERNATIONAL STUDIES)

Course Code: ABXI

Campus: Footscray Park,

Course Objectives: (For continuing students only)
The BA (International Studies) allows students to design a coherent degree with majors that offer international perspectives: Advanced English for Speakers of Other Languages, Asian Studies, Chinese, Japanese, Spanish, Vietnamese, History, Political Science, Sociology of the Global South. The BA (International Studies) program will develop advanced analytical and critical skills relevant to a rapidly globalising professional environment and changing labour market needs.

Career Opportunities: Career opportunities for graduates with knowledge of Asia’s societies and cultures and an Asian language are burgeoning. Graduates can expect careers in businesses: Australian companies in Asia and Asian companies operating in Australia and Europe. Other opportunities exist in the service sectors of aid, tourism, foreign affairs, journalism, teaching and the public service.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a course of study at year 12 or equivalent*. Year 12 Prerequisites: Units 3 and 4 - study score of at least 20 in English (any).
Selection Mode: Current Year 12 applicants: Equivalent National Tertiary Entrance Rank (ENTER) and two-stage process with a middle-band of approximately 20%. Non-current year 12 applicants: ENTER and/or academic record*. Middle-band: consideration is given to performance in the full range of VCE studies undertaken. Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: To be awarded the degree of Bachelor of Arts (International Studies), students must successfully complete a total of 288 credit points. For a normal full-time load:

Year 1 Semester 1
1st Major - Unit of Study 1
2nd Major - Unit of Study 1

Year 1 Semester 2
1st Major - Unit of Study 2
2nd Major - Unit of Study 2

Year 2 Semester 1
1st Major - Unit of Study 3
1st Major - Unit of Study 4
2nd Major - Unit of Study 3
Elective

Year 2 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

Year 3 Semester 2
1st Major - Unit of Study 8
2nd Major - Unit of Study 7
2nd Major - Unit of Study 9
Elective (must be year 2/3 level)
International Studies majors
- Advanced English for Speakers of Other Languages - Footscray Park
- Asian Studies - Footscray Park
- Chinese - Footscray Park
- History - Footscray Park
- International Cultural Studies - Footscray Park
- Japanese - Footscray Park
- Political Science - Footscray Park
- Sociology of the Global South - St Albans
- Spanish - Footscray Park
- Vietnamese - Footscray Park

GRADUATE DIPLOMA IN ASIAN AND PACIFIC STUDIES
Course Code: AGAS
Campus: Footscray Park,

Course Objectives: This course is not offered in 2010. 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. They may then enter the Masters program depending on the results achieved.

The aims of the programs are to provide graduates with:
- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific societies and cultures;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region.

Course Duration: To be advised.

Admission Requirements: 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.

Course Structure: The duration of 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.

To qualify for the Graduate Diploma in Asian and Pacific Studies (either stream), students must complete a total of 96 credit points.

Year 1, Semester 1
Normal full-time load
AAA5002 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
ASAS5022 APPROACHES TO GLOBALISATION 12
AS55002 OCEANIA IN THE MODERN WORLD 12
Plus one elective
Year 1, Semester 2
AAA5002 RESEARCH METHODS 12
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12
Plus two electives

Arts electives may be chosen from the following units of study:
AAA5012 ASIAN CULTURES AND LITERATURES 12
AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12
AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12
AAA5017 BUSINESS CULTURES IN ASIA 12
AAA5020 SOUTHEAST ASIAN POLITICS 12
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12
ACAS5005 ASPECTS OF LANGUAGE: STRUCTURE AND USE 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12

GRADUATE DIPLOMA IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)
Course Code: AGIC
Campus: St Albans,

Course Objectives: 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 are then eligible to enter the Masters program, depending on the results they have achieved.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Career Opportunities: Community development and development project workers in the Asia-Pacific region.

Course Duration: To be advised.

Admission Requirements: The entry requirement to the Graduate Certificate is the completion of a three-year undergraduate degree or equivalent, normally with a Credit rating or above in the final year units of study.

Course Structure: Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
ASAS5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
ASAS5022 APPROACHES TO GLOBALISATION 12
Plus one elective
Semester 2
AAA5002 RESEARCH METHODS 12
ASAS5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
ASAS5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
The course is a two-year part-time qualification that is designed to provide a professional foundation in counselling theory and practice. The course is therefore appropriate for both individuals working within professional contexts that require the application of counselling skills or those wishing to move towards employment in these human service fields. Course participants have included social workers, nurses, teachers, community workers and students with an undergraduate psychology specialisation. The course provides students with the opportunity to develop their theoretical view of counselling, to practise skills acquired in the field placement and to integrate theory and practice of counselling. Please note: this course is not designed for students wanting an Australian Psychological Society (APS) accredited course. Professional accreditation of counsellors is currently being considered by several Australian organisations and the course is monitored to satisfy the requirements of these organisations as they develop.

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.

Career Opportunities: Upon completion of this course, students will have gained knowledge and experience in counselling and be eligible to join the counselling accreditation body - ACA (Australian Counselling Association). Furthermore, career outcomes include opportunities to obtain counselling and welfare positions within the human service field - community or government-based, or in educational settings, as well as specialist positions within their professional area (eg. Social Worker or Welfare Teacher).

Course Duration: 2 years

Admission Requirements: The entry requirements are an undergraduate degree and demonstration of a commitment to professional development in the field of counselling. An interview may be required for applicants to this course.

Course Structure: Students would normally be expected to complete eight units of study over two years. Day and evening classes are usually available. The practice require daytime placement in a community or counselling agency.

To qualify for the award of Graduate Diploma in Counselling, students must complete a total of 96 credit points. Students must successfully complete six core units of study and two elective units for the general stream and seven core units and one elective unit for the child and adolescent stream. Where students are eligible for exemption from APTS035 Theories and Techniques of Counselling, they will be required to complete an extra elective unit.

CORE UNITS OF STUDY
- COMMON TO BOTH GENERAL STREAM AND CHILD AND ADOLESCENT STREAM
  APTS025 INDIVIDUAL AWARENESS 12
  APTS070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
  AND enrol in the following unit for two semesters
  APTS085 PRACTICUM 12

PLUS FOUR UNITS - SPECIFIC TO GENERAL STREAM
  APTS035 THEORIES AND TECHNIQUES OF COUNSELLING 12
  APTS060 APPLIED TECHNIQUES OF COUNSELLING 12

AND two electives selected from the following list of five units:
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
AP5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
AP5010 APPLIED TECHNIQUES OF GRIEF COUNSELLING 12
AP5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
AP5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

PLUS UNITS - SPECIFIC TO CHILD AND ADOLESCENT STREAM
  APTS037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12
  APTS062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12
  AP6008 CHILD AND FAMILY DEVELOPMENT 12

AND one elective selected from the following list of three units:
APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
AP5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

GRADUATE DIPLOMA IN COUNSELLING (CHILD AND ADOLESCENT)
Course Code: AGPE

Campus: St Albans,

Course Objectives: (For continuing students only)

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.
The aim of this course is to develop students’ theoretical views of child and adolescent counselling, to practise skills acquired in the child or adolescent field placement, and to integrate theory and practice of child and adolescent counselling.

Career Opportunities: Social worker, nurse, allied health professional, teacher, community worker; also for students with an undergraduate major in psychology who want to pursue a counselling career.

Course Duration: 2 years

Admission Requirements: This course has been designed to be a postgraduate course taking in students who have completed an undergraduate degree (or equivalent). This course will be open to non-psychology graduates. Students will be selected for their suitability in working with children and adolescents and commitment to professional development in the field of counselling. An interview will be required for all applicants. The number of students that can be taken into the course depends on available child and adolescent field placements.

Course Structure: The Graduate Diploma of Counselling (Child and Adolescent) is designed as a two-year part-time course. Students would normally be expected to complete eight units of study over two years, this includes seven core units and one elective unit. Day and evening courses are usually available. The practicum requires daytime placements in a community or counselling agency.

To qualify for the award of Graduate Diploma in Counselling, students must complete a total of 120 points.

Year 1, Semester 1
APTM5025 INDIVIDUAL AWARENESS 12
APTM5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING 12

Year 1, Semester 2
APTM6008 CHILD AND FAMILY DEVELOPMENT 12
APTM5062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING 12

Year 2, Semester 1
APTM5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
APTM5085 PRACTICUM 12

Year 2, Semester 2
APTM5085 PRACTICUM 12

Plus one Elective

Examples of Electives:
APHM4050 CURRENT ISSUES IN PSYCHOLOGY A 12
APHM4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
APM5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12

A pass in the practicum units is required to pass the course. Students must pass the practicum on their first attempt.

Electives from other disciplines may also be chosen for credit with the permission of the Course Co-ordinator.

GRADUATE DIPLOMA IN ARTS (SOCIAL RESEARCH METHODS)
Course Code: AGPP

Campus: Footscray Park,

Course Objectives: No intake in 2010. This program embraces qualitative and quantitative methods as valuable tools in enabling the researcher to understand our social world. This Graduate Diploma is available to students who have completed a basic level in qualitative and quantitative research methods and want to obtain further research methodological skills and knowledge for application in diverse areas of human behaviour. This course is unique in that graduate courses in research methods tend to focus on only quantitative methods. In this course there is an equal emphasis on qualitative methods and in particular, includes field research in Community and Cultural Studies. This latter area of research is increasingly influential, as seen in the growth of fields such as cultural and community psychology in the USA, United Kingdom and Europe. In short, this course will capture this new development, as well as provide an education in more established quantitative methods and report and research writing. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes. Please note: this Graduate Diploma is not designed as an Australian Psychological Society (APS) accredited course. Its applications are broader than psychology and fall within a wider area of the social sciences.

The purpose of the course is to introduce and further develop students in the art of inquiry using quantitative and qualitative techniques and equip them with skills to achieve high quality and sophisticated forms of qualitative and quantitative research.

Course Duration: 1 year

Admission Requirements: To qualify for admission, a candidate must have successfully completed a degree in a relevant discipline from an approved tertiary institution, or equivalent and satisfy the Course Co-ordinator that they have the relevant skills to undertake the course.

Course Structure: To qualify for the award of a Graduate Diploma of Arts (Social Research Methods) students must complete a total of 96 credit points.

Year 1, Semester 1
APP4001 QUALITATIVE GROUP PROJECT 12
APP4003 RESEARCH THEORY AND ORIENTATION 12

Year 1, Semester 2
APM4026 SOCIAL RESEARCH METHODS IN CONTEXT - QUALITATIVE 12
APHM4035 ADVANCED RESEARCH METHODS 12

Year 2, Semester 1
APM4001 QUALITATIVE GROUP PROJECT 12
APM4002 QUANTITATIVE GROUP PROJECT 12

Year 2, Semester 2
APM5003 QUANTITATIVE RESEARCH METHODS 12
APM5013 QUANTITATIVE RESEARCH METHODS 12

GRADUATE DIPLOMA IN PSYCHOLOGICAL STUDIES

Course Code: AGPP

Campus: Footscray Park, St Albans,

Course Objectives: The Graduate Diploma in Psychological Studies is a three-year part-time course for graduates wishing to gain an introduction to psychology as a discipline. It comprises a professionally accredited major sequence in undergraduate psychology. This fee-paying program is designed for those who already have a first degree (without psychology qualifications) and wish to supplement this with a psychology specialisation, for interest or for satisfaction of preliminary entry requirements into the profession of psychology. Important note: The Graduate Diploma in Psychological Studies prepares graduates for an APS accredited fourth year in Psychology; it does not comprise such a fourth year. PROFESSIONAL RECOGNITION The Graduate Diploma in Psychological Studies is recognised by the Australian Psychology Accreditation Council (APAC) as appropriate preparation for an APAC accredited fourth year in Psychology. To meet the requirements for registration with the Victorian Psychologists’ Registration Board, students must take the three-year sequence of psychology within, or subsequent to, a degree followed by an approved fourth-year, followed by either two years supervised practice or an accredited coursework Masters or Doctoral program.

212
**Career Opportunities:** See Professional Recognition. For qualified teachers this course provides a strong foundation for teaching psychology in secondary schools.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for the course, applicants must have successfully completed an undergraduate degree from a recognised Australian University (or overseas equivalent).

**Course Structure:** The course can only be studied part-time only over a minimum duration of three years. The three-year minimum is required because units of study taken in earlier years provide the basis for studies in later years, that is, there is sequential development of knowledge and skills throughout the course. This sequence is important pedagogically, and is also necessary for professional accreditation.

To qualify for the Graduate Diploma in Psychological Studies, students must complete a total of 120 credit points.

**CORE UNITS OF STUDY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APP1012</td>
<td>PSYCHOLOGY 1A</td>
<td>12</td>
</tr>
<tr>
<td>APP1013</td>
<td>PSYCHOLOGY 1B</td>
<td>12</td>
</tr>
<tr>
<td>APP2013</td>
<td>PSYCHOLOGY 2A</td>
<td>12</td>
</tr>
<tr>
<td>APP2031</td>
<td>DEVELOPMENT ISSUES IN PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APP2014</td>
<td>PSYCHOLOGY 2B</td>
<td>12</td>
</tr>
<tr>
<td>APP3036</td>
<td>HISTORY AND THEORIES IN PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APP3035</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APP3037</td>
<td>CLINICAL ASPECTS OF PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Plus 2 Psychology Electives</strong></td>
<td></td>
</tr>
<tr>
<td>APP3015</td>
<td>COUNSELLING THEORY AND PRACTICE</td>
<td>12</td>
</tr>
<tr>
<td>APP3016</td>
<td>GROUP BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>APP3018</td>
<td>ORGANISATIONS AND WORK</td>
<td>12</td>
</tr>
<tr>
<td>APP3019</td>
<td>PSYCHOBIOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APP3020</td>
<td>PSYCHOANALYSIS</td>
<td>12</td>
</tr>
<tr>
<td>APP3021</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
<td>12</td>
</tr>
<tr>
<td>APP3025</td>
<td>PSYCHOLOGICAL ASSESSMENT</td>
<td>12</td>
</tr>
<tr>
<td>APP3026</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>12</td>
</tr>
</tbody>
</table>

**List of Psychology Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA4015</td>
<td>FIELD RESEARCH</td>
<td>24</td>
</tr>
<tr>
<td>APA4017</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT A</td>
<td>12</td>
</tr>
<tr>
<td>APA4021</td>
<td>PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)</td>
<td>12</td>
</tr>
<tr>
<td>APA4020</td>
<td>EXTENDED FIELD RESEARCH</td>
<td>24</td>
</tr>
<tr>
<td>APA4028</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT B</td>
<td>6</td>
</tr>
<tr>
<td>APA4011</td>
<td>PSYCHOLOGY IN PRACTICE</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>PLUS one elective (12 credit points)</strong></td>
<td></td>
</tr>
<tr>
<td>APA4003</td>
<td>ORGANISATIONAL PSYCHOLOGY 1</td>
<td>12</td>
</tr>
<tr>
<td>APA4004</td>
<td>PSYCHOLOGY OF GROUP PROCESSES</td>
<td>12</td>
</tr>
<tr>
<td>APA4015</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APA4050</td>
<td>CURRENT ISSUES IN PSYCHOLOGY A</td>
<td>12</td>
</tr>
<tr>
<td>APA4061</td>
<td>PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>APT5005</td>
<td>DOMESTIC VIOLENCE AND SEXUAL ASSAULT</td>
<td>12</td>
</tr>
<tr>
<td>APT5080</td>
<td>CROSS-CULTURAL ISSUES IN COUNSELLING</td>
<td>12</td>
</tr>
</tbody>
</table>

**GRADUATE DIPLOMA IN COMMUNITY SERVICES**

**Course Code:** AGSS

**Campus:** Footscray Park, (with several optional units of study at City Flinders and St Albans)

**Course Objectives:** The community services program offers postgraduate awards at three levels of advanced professional practice in community services, (Certificate, Diploma and Masters level) each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice.

This course is predicated on the understanding of Advanced Practice as the integration of superior knowledge and skills across many fronts - supervision of professional and 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 all of the specialist fields of practice.

**Career Opportunities:** Social worker, youth support services, welfare worker, aged support/care, disability and refugee support.

**Course Duration:** 1 year

**Admission Requirements:** Completion of requirements for the Graduate Certificate in Community Services.

**Course Structure:** Practice Issues, Skills & Knowledge Stream
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.

Year 1 Semester 1
ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12

Year 1 Semester 2
ASH5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES 12

Plus 6 units from at least 2 of the streams listed below:

**Please note that only a selection of these units are offered each year**

**STREAM 1 - Practice Issues, Skills and Knowledge**
APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION 12
ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS 12
ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12
BMO5568 TEAMWORKING 12
BMO6624 ORGANISATION CHANGE MANAGEMENT 12

**STREAM 2 - Organisation / Community Engagement Stream**
ACG5025 MANAGING ORGANISATIONAL COMMUNICATION 12
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5203 PRINT AND WEB JOURNALISM 12
APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES 12
ASD4105 LEADERSHIP, INNOVATION AND CHANGE 12
BMO5520 ORGANISATION ANALYSIS AND BEHAVIOUR 12
BMO6509 LEADERSHIP AND CORPORATE GOVERNANCE 12

**STREAM 3 - Research methods Stream**
ACG5200 APPROACHES TO RESEARCH 12
APM5003 QUALITATIVE RESEARCH METHODS 12
APM5013 QUANTITATIVE RESEARCH METHODS 12
APP4003 RESEARCH THEORY AND ORIENTATION 12
AXR0002 RESEARCH DESIGN AND METHODS 12

---

**BACHELOR OF ARTS (HONOURS) (I)**
Course Code: AHFF

**Campus:** Footscray Park,

**Course Objectives:** 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. 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.

The primary functions of this course are to:

- provide the first stage towards a higher degree (ie. a Masters or a Doctorate) by research;
- give greater depth to your undergraduate studies;
- gain a greater understanding of the contemporary theories and debates in the humanities and social sciences;
- develop research skills;
- learn to analyse and write at a more abstract and theoretical level.

**Course Duration:** 1 year

**Admission Requirements:** Normally, to be considered for entry into the Honours year, 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 by October 31. This form is available from either a Faculty of Arts, Education and Human Development office or from Student Administration-Admissions. You should contact your School Honours Co-ordinator prior to application in order to discuss your research proposal and availability of supervision.

**Course Structure:** 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.

Honours units other than the thesis may be provided through class work or through directed studies. Students must complete a total of 96 credit points. The following units are specific to the Honours year. They are offered subject to demand at Footscray Park and/or St Albans.

Year 1 Semester 1
ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES 24

Plus after discussions with your supervisor

One of the following:
ASH4011 SOCIOLOGY HONOURS 24
AAX4003 HISTORY HONOURS 4 24
ACK4001 HUMANITIES HONOURS 4 24

Year 1 Semester 2
ASH4001 HONOURS THESIS (FULL-TIME) 48
Or, if part time
ASH4002 HONOURS THESIS (PART-TIME) 24
**BACHELOR OF ARTS (HONOURS) PSYCHOLOGY**

Course Code: AHPH

Campus: Footscray Park, (May be offered at St Albans campus instead of Footscray Park).

Course Objectives: 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.

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.

Career Opportunities: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements: The minimum requirement for entry to Honours in Psychology will normally be:

- the completion of all requirements for an ordinary degree, conferred by Victoria University;
- the completion of an APS accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

Course Structure: One year course delivered over 2 semesters- total 96 credit points.

**CORE UNITS**

- APH4012 RESEARCH THESIS 24
- APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A 12
- APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12
- APH4015 EXTENDED RESEARCH THESIS 24
- APH4011 PSYCHOLOGY IN PRACTICE 6
- APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B 6

PLUS one elective (12 credit points)

Electives:

- APA4015 COMMUNITY PSYCHOLOGY 12
- APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
- APA4004 PSYCHOLOGY OF GROUP PROCESSES 12
- APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
- APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
- APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
- APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12

---

**BACHELOR OF PSYCHOLOGY (HONOURS)**

Course Code: AHPP

Campus: Footscray Park, (May be offered at St Albans campus instead of Footscray Park).

Course Objectives: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychology Accreditation Council’s requirements for a fourth-year course in Psychology.

Career Opportunities: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements: The minimum requirement for entry to Honours in Psychology will normally be:

- the completion of all requirements for an ordinary degree conferred by Victoria University;
- the completion of an APAC accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

Course Structure: One year course delivered over 2 semesters- total 96 credit points.

**CORE UNITS**

- APH4012 RESEARCH THESIS 24
- APH4027 SOCIAL RESEARCH METHODS IN CONTEXT A 12
- APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT) 12
- APH4015 EXTENDED RESEARCH THESIS 24
- APH4011 PSYCHOLOGY IN PRACTICE 6
- APH4028 SOCIAL RESEARCH METHODS IN CONTEXT B 6

PLUS one elective (12 credit points)

Electives:

- APA4015 COMMUNITY PSYCHOLOGY 12
- APA4003 ORGANISATIONAL PSYCHOLOGY 1 12
- APA4004 PSYCHOLOGY OF GROUP PROCESSES 12
- APH4050 CURRENT ISSUES IN PSYCHOLOGY A 12
- APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR 12
- APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
- APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
BACHELOR OF SCIENCE (HONOURS) PSYCHOLOGY
Course Code: AHPY

Campus: Footscray Park, (May be offered at St Albans campus instead of Footscray Park).

Course Objectives: The Honours program provides a course of advanced study in Psychology at fourth-year level which builds on the knowledge developed in undergraduate Arts or Science courses.

The Honours program aims to develop skills in critical analysis and independent research in psychology and to prepare students for postgraduate research or professional careers. The course is designed to meet the Australian Psychology Accreditation Council’s requirements for a fourth-year course in Psychology.

Career Opportunities: Students who complete one of the fourth year APAC accredited fourth year courses are eligible to register as a provisional psychologist with the Victorian Psychologists Registration Board. Some students choose this option and others opt for further training at Masters level in Psychology or other professional pathways such as teaching.

Course Duration: 1 year

Admission Requirements: The minimum requirement for entry to Honours in Psychology will normally be:

- the completion of all requirements for an ordinary degree conferred by Victoria University;
- the completion of an APAC accredited major in psychology;
- a minimum of distinction level (70%) performance in psychology at third-year level.

Students who have completed their degree at a University or similar institution apart from Victoria University may apply for entry to the Bachelor of Arts Honours course. This course is identical to the Honours in Psychology course and equivalent entry requirements apply.

Course Structure: One year course delivered over 2 semesters- total 96 credit points.

CORE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHP4012</td>
<td>RESEARCH THESIS</td>
<td>24</td>
</tr>
<tr>
<td>AHP4027</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT A</td>
<td>12</td>
</tr>
<tr>
<td>AHP4071</td>
<td>PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)</td>
<td>12</td>
</tr>
<tr>
<td>AHP4015</td>
<td>EXTENDED RESEARCH THESIS</td>
<td>24</td>
</tr>
<tr>
<td>AHP4011</td>
<td>PSYCHOLOGY IN PRACTICE</td>
<td>6</td>
</tr>
<tr>
<td>AHP4028</td>
<td>SOCIAL RESEARCH METHODS IN CONTEXT B</td>
<td>6</td>
</tr>
<tr>
<td>PLUS one elective (12 credit points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA4015</td>
<td>COMMUNITY PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>APA4003</td>
<td>ORGANISATIONAL PSYCHOLOGY 1</td>
<td>12</td>
</tr>
<tr>
<td>APA4004</td>
<td>PSYCHOLOGY OF GROUP PROCESSES</td>
<td>12</td>
</tr>
<tr>
<td>AHP4050</td>
<td>CURRENT ISSUES IN PSYCHOLOGY A</td>
<td>12</td>
</tr>
<tr>
<td>AHP4061</td>
<td>PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR</td>
<td>12</td>
</tr>
<tr>
<td>APT5080</td>
<td>CROSS-CULTURAL ISSUES IN COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>APT5005</td>
<td>DOMESTIC VIOLENCE AND SEXUAL ASSAULT</td>
<td>12</td>
</tr>
</tbody>
</table>

BACHELOR OF ARTS (HONOURS) (I)
Course Code: AHSS

Campus: St Albans,

Course Objectives: 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: 1 year

Admission Requirements: Normally, to be considered for entry into the Honours year, you must have:

- completed a three-year undergraduate course with results at the level of Distinction or above (or equivalent grades) in at least the last two units of your two majors (or equivalent studies); and
- obtained results at the level of credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted.

To apply for the Honours year you must complete and submit a direct application form to Student Administration - Admissions by October 31. This form is available from either a Faculty of Arts, Education and Human Development office or from Student Administration. You should contact your School Honours Co-ordinator prior to application in order to discuss your research proposal and availability of supervision.

Course Structure: 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.

Honours units other than the thesis may be provided through class work or through directed studies. Students must complete a total of 96 credit points. The following units are specific to the Honours year. They are offered subject to demand at Footscray Park and/or St Albans.

Year 1 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASH4003</td>
<td>KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES</td>
<td>24</td>
</tr>
<tr>
<td>PLUS after discussions with your supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASH4011</td>
<td>SOCIOLOGY HONOURS</td>
<td>24</td>
</tr>
<tr>
<td>AAX4003</td>
<td>HISTORY HONOURS</td>
<td>24</td>
</tr>
<tr>
<td>ACX4001</td>
<td>HUMANITIES HONOURS</td>
<td>24</td>
</tr>
</tbody>
</table>

Year 1 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASH4001</td>
<td>HONOURS THESIS (FULL-TIME)</td>
<td>48</td>
</tr>
<tr>
<td>Or, if Part-time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASH4002</td>
<td>HONOURS THESIS (PART-TIME)</td>
<td>24</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAMS IN ASIAN AND PACIFIC STUDIES
Course Code: AMAS
Campus: Footscray Park,

Course Objectives: This course is not offered in 2010. This course is designed for those students who wish to extend their focus on Asian and/or Pacific Studies to prepare for a research degree. 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.

The aims of the programs are to provide graduates with:

- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific societies and cultures;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge, and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region.

Course Duration: 2 years

Admission Requirements: 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 Structure: 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, (48 credit points);
- one year full-time equivalent with a Graduate Diploma, (96 credit points);
- two years full-time equivalent with a Masters Degree, (total of 192 credit points).

Year 1, Semester 1
Normal full-time load
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASS5002 OCEANIA IN THE MODERN WORLD 12
Plus one elective

Year 1, Semester 2
AAA5002 RESEARCH METHODS 12
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12
Plus two electives

Year 2, Semester 1

Option 1
One elective and also
AAA6004 MINOR THESIS (FULL-TIME) 36
Semester 2
One elective and also
AAA6004 MINOR THESIS (FULL-TIME) 36
Students interested in studying the minor thesis part-time should enrol in the following unit instead:
AAA6005 MINOR THESIS (PART-TIME) 18
Option 2
Semester 1
AAA6002 THESIS (FULL-TIME) 48
Semester 2
AAA6002 THESIS (FULL-TIME) 48

Arts electives may be chosen from the following units of study:
AAA5012 ASIAN CULTURES AND LITERATURES 12
AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12
AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12
AAA5017 BUSINESS CULTURES IN ASIA 12
AAA5020 SOUTHEAST ASIAN POLITICS 12
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12

MASTER OF SOCIAL SCIENCE - FORENSIC & CRIME STUDIES
Course Code: AMFC
Campus: Footscray Park, City Flinders,

Course Objectives: 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.

This course responds to recent needs of professions and institutions in the criminal justice system. It focuses on the development of new knowledge and applications in the social sciences and law, including criminology, sociology and social philosophy. The professions have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice, and the role of various agencies with which they interact.

Course Duration: To be advised.

Admission Requirements: Relevant undergraduate degree
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Course Structure: Year 1 Semester 1
ASL5001 CRIME POLICY AND POLITICS 24
ASL5002 SPACES OF INCARCERATION 24

Year 1 Semester 2
ASL5003 SOCIAL STUDIES OF FORENSIC SCIENCE 24
ASL5004 LAW AND NORM 24

Year 1 Semester 3
Full-Time
ASL6001 MINOR THESIS (FULL-TIME) 24
ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME) 24
Or Part-Time
ASL6002 MINOR THESIS (PART-TIME) 24
ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME) 12

MASTER OF ARTS IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)

Course Code: AMIC

Campus: St Albans,

Course Objectives: 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 are then eligible to enter the Masters program, depending on the results they have achieved.

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.

Career Opportunities: Community development and development project workers in the Asia-Pacific region.

Course Duration: 2 years

Admission Requirements: Entry to Graduate Certificate/Diploma Programs The entry requirement to the Graduate Certificate/Diploma is the completion of a three-year undergraduate degree or equivalent, normally with a Credit rating or above in the final year units of study.

Entry to Master of Arts Program

Normally, students who complete Graduate Diploma units of study with a Distinction (D) average will be eligible to continue to complete the Master of Arts program. Students who complete an honours degree in Asian and Pacific Studies are eligible to enter the second year of the Master of Arts although they must also complete the required unit of study ‘Interpreting Asia’ and the ‘Pacific’. Honours graduates from non-Asian Studies disciplines are required to complete the required unit of study ‘Interpreting Asia’ together with three electives.

Normally, students from other Graduate Diploma courses within the University will be required to complete the Graduate Diploma in International Community Development before entering the Masters program. Exceptions will be made for students who have a strong background in Asian and Pacific Studies.

Course Structure: To qualify for the Master of Arts in International Community Development (either stream), students must complete a total of 192 credit points.

Year 1 Semester 1
AAA5011 INTERPRETING ‘ASIA’ AND THE ‘PACIFIC’ 12
ASA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 12
ASA5022 APPROACHES TO GLOBALISATION 12
Plus one elective

Year 1 Semester 2
AAA5002 RESEARCH METHODS 12
ASA5002 COMMUNITY DEVELOPMENT: PROJECT PLANNING AND MANAGEMENT 12
ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY 12
Plus one elective

Year 2 Semester 1
Option 1 Professional Project & Coursework Option F/T
ASA6001 PROFESSIONAL PROJECT (FULL-TIME) 36
Plus one elective

Year 2 Semester 2
ASA6001 PROFESSIONAL PROJECT (FULL-TIME) 36
Plus one elective

For students undertaking Professional Project Part-Time, the unit code is:
ASA6025 PROFESSIONAL PROJECT (PART-TIME) 18

Option 2 Thesis only - full time
Semester 1
AAA6002 THESIS (FULL-TIME) 48
Semester 2
AAA6002 THESIS (FULL-TIME) 48
For part-time students, the thesis is taken over two years. The unit code is:
AAA6003 THESIS (PART-TIME) 24

Arts electives may be chosen for either stream from the following units of study. Only a selection of these units will be offered each year.

ASS5002 OCEANIA IN THE MODERN WORLD 12
ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
AGF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12
APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12
MASTER OF APPLIED PSYCHOLOGY IN COMMUNITY PSYCHOLOGY
Course Code: AMPC

Campus: Footscray Park,

Course Objectives: 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). 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.

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.

Career Opportunities: In community mental health; organisational, applied social, environmental, ecological and health psychology; sport psychology, sport science and related areas.

Course Duration: 2 years

Admission Requirements: An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology together with an APS accredited fourth-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. There is normally an intake of students every second year. The next intake is 2009.

Course Structure: Students are required to complete a total of 192 credit points.

Year 1, Semester 1
- APM5009  PSYCHOLOGICAL PRACTICE 1  8
- APM5013  QUANTITATIVE RESEARCH METHODS 12
- APM6030  THESIS RESEARCH 12
- APM5017  PSYCHOLOGICAL PRACTICE 2  8
- APM5001  FOUNDATIONS OF COMMUNITY PSYCHOLOGY  8

Year 1, Semester 2
- APM5003  QUALITATIVE RESEARCH METHODS 12
- APM5021  PRACTICUM 1  8
- APM6008  PSYCHOLOGICAL PRACTICE 3  8
- APM6030  THESIS RESEARCH 12
- APM6060  PSYCHOLOGY OF COMMUNITY HEALTH  8

Year 2, Semester 1
- APM6002  COMMUNITY PSYCHOLOGY INTERVENTIONS 8
- APM6021  PRACTICUM 2  16
- APM6070  EXTENDED THESIS RESEARCH  12

Year 2, Semester 2
- APM6040  PSYCHOLOGICAL PRACTICE 4C  8
- APM6070  EXTENDED THESIS RESEARCH  12
- APM6050  PRACTICUM 3  16

Plus Arts Elective

Areas of Specialisation - The Wellness Promotion Unit

The Wellness Promotion Unit is located at St Albans Campus (3N33). The unit offers services in research, evaluation and consultation. Interests include cross-cultural wellness, community building, program evaluation, needs and resources assessment, qualitative, quantitative and action research methods, health and medical areas of research, consultancy and practice. Its mission statement is: Wellness is achieved by the simultaneous and balanced satisfaction of personal, interpersonal and collective needs. The unit aims to promote wellness in individuals, organisations, and communities in Victoria in general and in western and rural regions in particular. We believe in collaborating with community stakeholders in defining their needs and devising appropriate research methods and interventions. The wellness model of personal, relational and community wellness is particularly pertinent to health and medical areas of research, consultancy and practice.

The unit is currently undertaking a range of major projects, and is able to offer specialist placements, research projects and at times contract work, particularly to students in community and Health Psychology. Further information is available on the website.

MASTER OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)
Course Code: AMPD

Campus: St Albans,

Course 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 lifespan framework, the course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.
This program provides appropriate postgraduate training to enable students to function as specialist professional psychologists, in clinical psychology or clinical neuropsychology. The course prepares graduates in a wide range of techniques with children and adolescents, as well as with adults. The clinical psychology stream has a strong emphasis on a psychodynamic perspective. The clinical neuropsychology stream focuses on childhood and adolescence.

Career Opportunities: Specialist professional psychologist in the area of clinical neuropsychology and clinical psychology.

Course Duration: 2 years

Admission Requirements: To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychology Accreditation Council. Referees' reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

Course Structure: The coursework program for the Master of Psychology (Clinical) degree is conducted on an intensive full-time basis over two years. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and minor thesis) and a clinical practice strand.

Year 1, Semester 1

APC5101  RESEARCH PROJECT 1  12
APC5103  CLINICAL SKILLS 1  6
APC5105  CLINICAL EXPERIENCE AND PRACTICUM 1  12
APC5107  PROFESSIONAL PRACTICE ISSUES 1  6
APC5109  GROUP PROCESS  6
APC5111  INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY  6

Year 1, Semester 2

APC5102  RESEARCH PROJECT 2  12
APC5104  CLINICAL SKILLS 2  6
APC5106  CLINICAL EXPERIENCE AND PRACTICUM 2  12
APC5108  PROFESSIONAL PRACTICE ISSUES 2  6
APC5110  OBSERVATIONAL METHOD 1  6
APC5112  CLINICAL THEORIES 1  6

Year 2, Semester 1

APC6101  RESEARCH PROJECT 3A  12
APC6105  CLINICAL THEORIES 2  6
APC6107  OBSERVATIONAL METHOD 2 - CHILDHOOD  6
APC6109  CLINICAL EXPERIENCE AND PRACTICUM 3  12
APC6111  CLINICAL PSYCHOLOGY SKILLS 1  6
APC6113  PROFESSIONAL PRACTICE ISSUES 3  6

Year 2, Semester 2

APC6102  RESEARCH PROJECT 4A  12
APC6110  CLINICAL EXPERIENCE AND PRACTICUM 4  12
APC6106  CLINICAL THEORIES 3  6
APC6108  OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD  6
APC6114  PROFESSIONAL PRACTICE ISSUES 4  6
APC6112  CLINICAL PSYCHOLOGY SKILLS 2  6

MASTER OF COUNSELLING (I)

Course Code: AMPE
Campus: City Flinders,

Course Objectives: 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.

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.

Career Opportunities: Human services fields such as social work, nursing, teaching and community work.

Course Duration: 2 years

Admission Requirements: To qualify for admission to the course an applicant must have successfully completed an undergraduate degree or equivalent. The applicant must be able to provide academic and professional references. Applicants may be required to attend a selection interview and provide samples of their work.

Course Structure: The course may be taken on a full-time basis over two years following a bachelors degree, or part-time over two years following a fourth year in counselling.

Year 1, Semester 1

APT6006  RESEARCH METHODS IN COUNSELLING  12
APT5035  THEORIES AND TECHNIQUES OF COUNSELLING  12
APT5025  INDIVIDUAL AWARENESS  12

Plus one Elective*

Year 1, Semester 2

APT5060  APPLIED TECHNIQUES OF COUNSELLING  12
APT6004  MINOR THESIS  24

Year 2, Semester 1

APT6001  PRACTICUM 1  12
APT6004  MINOR THESIS  24
APT5070  SOCIAL AND ETHICAL ISSUES IN COUNSELLING  12
To qualify for admission to the course, an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychological Society. Referees’ reports and any relevant professional experience are also taken into account. Applicants are interviewed to help assess their suitability for the course.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** 2 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychological Society. Referees’ reports and any relevant professional experience are also taken into account. Applicants are interviewed to help assess their suitability for the course.

**Course Structure:** This coursework program is conducted on an intensive full-time basis over two years. This course comprises interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand; the latter comprising the larger time commitment.

## MASTER OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)

**Course Code:** AMPN  
**Campus:** St Albans,Victoria University

**Course Objectives:** The Master of Psychology program provides appropriate postgraduate training in functioning as a specialist professional psychologist in the area of Clinical Neuropsychology in a variety of clinical settings. Adopting a lifespan framework, the course prepares graduates in a wide range of assessment, therapeutic and rehabilitation techniques with adults, children and adolescents. This Clinical Neuropsychology stream presents a special focus on childhood and adolescence. The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** 2 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychological Society. Referees’ reports and any relevant professional experience are also taken into account. Applicants are interviewed to help assess their suitability for the course.

**Course Structure:** This coursework program is conducted on an intensive full-time basis over two years. This course comprises interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand; the latter comprising the larger time commitment.

### Year 2, Semester 2

- **APC6101**  RESEARCH PROJECT 3A  12
- **APC6109**  CLINICAL EXPERIENCE AND PRACTICUM 3  12
- **APC6113**  PROFESSIONAL PRACTICE ISSUES 3  12
- **APC6115**  NEUROPSYCHOLOGY OF ADOLESCENCE & EARLY ADULTHOOD  6
- **APC6117**  CHILD AND ADOLESCENT REHABILITATION  
- **APC6119**  CLINICAL NEUROPSYCHOLOGY SKILLS 1

### Year 2, Semester 1

- **APC6102**  RESEARCH PROJECT 4A  12
- **APC6110**  CLINICAL EXPERIENCE AND PRACTICUM 4  12
- **APC6114**  PROFESSIONAL PRACTICE ISSUES 4  6
- **APC6116**  NEUROPSYCHOLOGY OF ADULTHOOD  
- **APC6118**  ADULT REHABILITATION  
- **APC6120**  CLINICAL NEUROPSYCHOLOGY SKILLS 2

## MASTER OF APPLIED PSYCHOLOGY IN SPORT PSYCHOLOGY

**Course Code:** AMPS  
**Campus:** Footscray Park, Victoria University

**Course Objectives:** The Victoria University Master of Applied Psychology course has streams in Community Psychology, and Sport Psychology. They share a number of generalist psychology core units of study, but each represents a separate specialist psychological training. Core units include sequences in quantitative and qualitative research methods and in psychological practice. The Master of Applied Psychology course is founded upon the scientist-practitioner model of professional training, combining knowledge and skills acquisition with reality-based psychological understandings, and facilitating a clear stance of inquiry in relation to all aspects of theory, research and practice. Each stream consists of three components: coursework, practicum placement and research thesis. Graduating students will have completed 125 days of placement. (Practicum requirements are outlined in a separate Practicum Manual). 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.

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.
Career Opportunities: Sport psychology, sport science and related areas.

Course Duration: 2 years

Admission Requirements: An honours degree with an Australian Psychological Society accredited four-year sequence in psychology, or a pass degree with an APS accredited three-year sequence in psychology, together with an APS accredited four-year psychology course, will be the minimum entrance requirement. However, relevant professional experience will be a substantial factor in selection. Applicants will be interviewed to assess suitability for the course. There is normally an intake of students every second year.

Course Structure: Students are required to complete a total of 192 credit points.

Year 1, Semester 1
APM5005  CURRENT ISSUES IN SPORT PSYCHOLOGY  8
APM5009  PSYCHOLOGICAL PRACTICE 1  8
APM5013  QUANTITATIVE RESEARCH METHODS  12
APM5017  PSYCHOLOGICAL PRACTICE 2  8
APM6030  THESIS RESEARCH  12

Year 1, Semester 2
APM5008  APPLIED SPORT AND EXERCISE PSYCHOLOGY  8
APM5003  QUALITATIVE RESEARCH METHODS  12
APM5021  PRACTICUM 1  8
APM6008  PSYCHOLOGICAL PRACTICE 3  8
APM6030  THESIS RESEARCH  12

Year 2, Semester 1
APM6003  PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY  8
APM6021  PRACTICUM 2  16
APM6070  EXTENDED THESIS RESEARCH  12

Plus one Elective unit (Sport Science)

Year 2, Semester 2
APM6045  PSYCHOLOGICAL PRACTICE 4S  8
APM6050  PRACTICUM 3  16
APM6070  EXTENDED THESIS RESEARCH  12

Plus one Elective unit

Area of Specialisation - CRESS

One of seven designated University Research Centres at Victoria University, CRESS is the largest of the University Research Centres and through research and consultancy, aims to promote the health and wellbeing of the entire community via the medium of physical activity. It does this by pure and applied work in the areas of rehabilitation, exercise and sport science.

CRESS carries out research and consultancy in four research units:

- biomechanics - applies mechanical principles to human movement analysis;
- exercise metabolism - looks at cells to see how the body adapts to exercise conditions;
- exercise physiology - investigates the biological science of movement;
- sport and exercise psychology - the science of human behaviour for enhancing performance and raising wellbeing.

CRESS aims to develop and extend partnerships with government, industry and other institutions in order to conduct mutually beneficial research and consultancy. In carrying out its mission of promoting the health and wellbeing of the entire community through the application of science to rehabilitation, exercise and sport, CRESS generates programs, services and opportunities for collaborative research with industry and community groups. Most Sport Psychology specialist placements and research projects are conducted under the auspice of CRESS.

MASTER OF PSYCHOANALYSIS

Course Code: AMPY

Campus: Footscray Park, St Albans,

Course Objectives: 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.

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.

Career Opportunities: Clinical practitioners who wish to apply psychoanalysis in their work, including psychologists, psychiatrists and other medical practitioners; and psychotherapists, social workers, psychiatric nurses and other mental health workers.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a degree in a relevant discipline from an approved tertiary institution, or equivalent.

Course Structure: To qualify for the Master of Psychoanalysis (Research and Clinical Studies), students must complete a total of 192 credit points.

Year 1, Semester 1
APU5001  HISTORY AND EPISODEMENOLOGY OF PSYCHOANALYSIS  8
APU5002  THEORY OF SEXUALITY  8
APU5003  CLINICAL SEMINAR I: ASSESSMENT  8

Year 1, Semester 2
APU5004  THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER  8
APU5005  THE SYMBOLIC, THE IMAGINARY AND THE REAL  8
APU5006  CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE  8

Year 2, Semester 1
APU5007  NEUROSIS  8
APU5008  PSYCHOANALYTIC TECHNIQUES I  8
APU5009  CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES  8

Year 2, Semester 2
APU5010  PSYCHOSIS AND PERVERSION  8
APU5011  PSYCHOANALYTIC TECHNIQUE II  8
APU5012  CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE  8

Year 3, Semester 1
APU6001  THE ETHICS OF PSYCHOANALYSIS  8
APU6002  THE OBJECT RELATION  8
APU6003  CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC  8
The community services program offers postgraduate awards. The aim of this Professional Master of Social Work is as a completion of the Graduate Diploma in Community 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 must complete a total of 144 credit points (ie. Graduate Diploma in Community Services AGSS 70% or higher).

Successful completion of the requirements of the Graduate Diploma in Community Services, including one unit from Research Methods stream, plus thesis proposal and must complete a total of 144 credit points (ie. Graduate Diploma in Community Services AGSS 70% or higher). 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.

Career Opportunities: Social worker, youth support services, welfare worker, aged support/care, disability and refugee support.

Course Structure:
- **Course Objectives:**
  - to provide candidates with an educational opportunity to expand social work's current knowledge and practice base from the experiences and context of the workplace;
  - to locate this learning, scholarship and research within the rigours and robustness of a professional MSW and BSW;
  - to enhance and add value to the existing social work knowledge and practice base through applied research projects in the workplace;
  - to provide candidates with the opportunity to undertake specific research projects in the workplace linking practice and organisational learning with professional development; and
  - to raise the research profile and research activities of social work practitioners within the human and community services sector.

Career Opportunities: This postgraduate course will enable senior practitioners to advance their careers in practice, in administration, and in research in the human services sector.

Course Structure:
- **Course Duration:** 2 years
  - Admission Requirements: Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.

  **Course Structure:**
  - Year 1
    - AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24
  - Or complete these TWO units:
    - ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12
    - ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12
  - Plus select either:
    - AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24
    - AER8518 RESEARCHING PROFESSIONAL PRACTICE 24

  (Masters Level)
  - Year 1 Semester 2
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48
  - Year 2 Semester 1
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48
  - Year 2 Semester 2
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48

---

**MASTER OF ARTS (COMMUNITY SERVICES)**

**Course Code:** AMSW

**Campus:** Footscray Park, (with several optional units of study at St Alblans and City Flinders)

**Course Objectives:** The community services program offers postgraduate awards at three levels of advanced professional practice in community services, (Certificate, Diploma and Masters level) each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice.

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.

Career Opportunities: Social worker, youth support services, welfare worker, aged support/care, disability and refugee support.

**Course Structure:**
- **Course Duration:** 1.5 years
- Admission Requirements: Completion of the Graduate Diploma in Community Services, including two research methods units, with marks in at least two units of 70% or higher.

  **Course Structure:** To qualify for the Master of Arts (Community Services), students must complete a total of 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).

  Successful completion of the requirements of the Graduate Diploma in Community Services AGSS PLUS

  **ASA6035 MINOR RESEARCH THESIS** 48

  Or if Part-time 2 semesters of

  **ASA6030 MINOR RESEARCH THESIS (PART-TIME)** 24

---

**MASTER OF SOCIAL WORK**

**Course Code:** AMSS

**Campus:** St Albans, (with options at City Flinders and Footscray Park).

**Course Objectives:** The aim of this Professional Master of Social Work is as a pathway to a Doctorate of 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.

The objectives of these courses are:

- to provide candidates with an educational opportunity to expand social work's current knowledge and practice base from the experiences and context of the workplace;
- to locate this learning, scholarship and research within the rigours and robustness of a professional MSW and BSW;
- to enhance and add value to the existing social work knowledge and practice base through applied research projects in the workplace;
- to provide candidates with the opportunity to undertake specific research projects in the workplace linking practice and organisational learning with professional development; and
- to raise the research profile and research activities of social work practitioners within the human and community services sector.

**Career Opportunities:** This postgraduate course will enable senior practitioners to advance their careers in practice, in administration, and in research in the human services sector.

**Course Duration:** 2 years

**Admission Requirements:** Professional Qualification (BSW) and five years practice with at least two years as senior practitioner.

**Course Structure:**
- Year 1
  - AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24
  - Or complete these TWO units:
    - ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12
    - ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12
  - Plus select either:
    - AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24
    - AER8518 RESEARCHING PROFESSIONAL PRACTICE 24

  (Masters Level)
  - Year 1 Semester 2
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48
  - Year 2 Semester 1
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48
  - Year 2 Semester 2
    - ASM6000 PROFESSIONAL THESIS (FULL-TIME) 48

---

**SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY**

---

**223**
The School of Social Sciences and Psychology offers supervision for Doctorate programs in many areas. Some examples include: Asian and Pacific Studies; History; Political Science; Pastoral Studies; Social Policy; Sociology; Social Movement Studies; Globalisation Studies; Criminal Justice Studies; International Development; Clinical/Counselling research; Community Psychology; Developmental Neuropsychology; Psychology of Health and Social Development; Sleep and Sleep Problems. In addition, the discipline of Psychology offers supervision for Doctorate programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, sleep and sleep disorders, stroke and dementia and women’s health. The School has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

The School of Social Sciences &amp; Psychology offers supervision for Doctorate programs in many key research areas; some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Career Opportunities: Careers may include: researcher, academic, career professional development.

Course Duration: 4 years

Admission Requirements: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts with a substantial research component (i.e. not a coursework only Masters degree) or a four-year undergraduate degree with Honours, with 2A honours level equivalent or better. Students with fourth-year or Master’s degrees in other related disciplines with a substantial research component may be considered, if appropriate supervision is available.

Initial contact should be made with either the School Postgraduate Studies Coordinator to clarify the proposed area of research. Applicants will need to discuss the availability of suitable supervision for their program and any facilities or support required.

Applicants for the Doctor of Philosophy in the discipline of Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines with a substantial research component may be considered, if appropriate supervision is available.

Course Structure: Standard completion times for research is 48 months for a PhD, or part-time equivalent.

Applicants are invited, in the first instance, to discuss their potential research topic with the School Postgraduate Coordinator for more information.

The School of Social Sciences and Psychology offers supervision for Doctorate programs in many key research areas; some examples include: Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Career Opportunities: Careers may include: researcher, academic, career professional development.

Course Duration: 4 years

Admission Requirements: Applicants for candidature to the Doctor of Philosophy should normally have completed either a Master of Arts with a substantial research component (i.e. not a coursework only Masters degree) or a four-year undergraduate degree with Honours, with 2A honours level equivalent or better. Students with fourth-year or Master’s degrees in other related disciplines with a substantial research component may be considered, if appropriate supervision is available.

Initial contact should be made with either the School Postgraduate Studies Coordinator to clarify the proposed area of research. Applicants will need to discuss the availability of suitable supervision for their program and any facilities or support required.

Applicants for the Doctor of Philosophy in the discipline of Psychology should normally have an Australian Psychological Society accredited fourth-year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master’s degrees in other related disciplines with a substantial research component may be considered, if appropriate supervision is available.

Course Structure: Standard completion times for research is 48 months for a PhD, or part-time equivalent.
Course Duration: To be advised.

Admission Requirements: This course has been replaced by APPD Doctor of Philosophy

Course Structure: Standard completion times for research are 18 months for a Master's Degree and 36 months of a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Co-ordinator for more information.

MASTER OF ARTS (BY RESEARCH)
Course Code: ARKH
Campus: Footscray Park, St Albans, Dependent upon supervision

Course Objectives: (For continuing students only)
The School of Social Sciences and Psychology offers supervision for Master's degree programs in many areas. Some examples include: Asian and Pacific Studies; History; Political Science; Postcolonial Studies; Social Policy; Sociology; Social Movement Studies; Globalisation Studies; Criminal Justice Studies; International Development; Clinical/Counselling research; Community Psychology; Developmental Neuropsychology; Psychology of Health and Social Development; Sleep and Sleep Problems. In addition, the discipline of Psychology offers supervision for Master's programs. A selection of some of the areas of interest are: Aboriginal issues in psychology, child and adolescent development, cross-cultural issues and service delivery, developmental psychology, diabetes and health behaviour, sleep and sleep disorders, stroke and dementia and women's health. The School has research facilities, including a sleep laboratory and a clinic, plus office space and computing access to support its research students.

The School of Social Sciences & Psychology offers supervision for Master's programs in many key research areas: some examples include Psychology, Community Psychology; Counselling; Sleep and Sleep problems; History; Political Science, Sociology, Asian Studies and International Development.

Career Opportunities: Careers may include: researcher, academic, career professional development.

Course Duration: To be advised.

Admission Requirements: Applicants for the Master of Arts (by Research) in the School of Social Sciences and Psychology, should normally have an Australian Psychological Society accredited fourth year (Honours or Graduate Diploma) in Psychology, with 2A honours level or better. Students with fourth-year or Master's degrees in other related disciplines may be considered if appropriate supervision is available.

Course Structure: Standard completion times for research are 18 months for a Master's Degree and 36 months for a PhD, or part-time equivalent.

Students are invited, in the first instance, to discuss their potential research topic with the School Research Professor, or contact the Faculty Postgraduate Co-ordinator for more information.

GRADUATE CERTIFICATE IN ASIAN AND PACIFIC STUDIES
Course Code: ATAS
Campus: Footscray Park,

Course Objectives: This course is not offered in 2010. 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. They may then enter the Masters program depending on the results achieved.

The aims of this course are to provide graduates with:

- a comprehensive overview of the critical issues which influence the development of contemporary Asian and Pacific societies and cultures;
- skills sufficient to analyse data and texts relating to the above;
- community development skills, knowledge and expertise for intending, or already employed, community development and development project workers in the Asia Pacific region.

Course Duration: To be advised.

Admission Requirements: 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.

Course Structure: The duration of the Graduate Certificate is one semester full-time (or equivalent) and this course articulates into the Graduate Diploma in Asian and Pacific Studies (AGAS)- which is one year full-time (or equivalent). (The Graduate Diploma articulates into the Masters program - please refer to course AMAS)

To qualify for the Graduate Certificate in Asian and Pacific Studies students must complete a total of 48 credit points.

Year 1, Semester 1

Normal full-time load

AAA5011 INTERPRETING 'ASIA' AND THE 'PACIFIC' 12
ASA5022 APPROACHES TO GLOBALISATION 12
ASS5002 OCEANIA IN THE MODERN WORLD 12

Plus one elective

Arts electives may be chosen from the following units of study:

AAA5012 ASIAN CULTURES AND LITERATURES 12
AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA 12
AAA5015 GENDER AND SEXUALITY: ASIAN PERSPECTIVES 12
AAA5017 BUSINESS CULTURES IN ASIA 12
AAA5020 SOUTHEAST ASIAN POLITICS 12
AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA 12
ACA5005 ASPECTS OF LANGUAGE: STRUCTURE AND USE 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12

GRADUATE CERTIFICATE IN INTERNATIONAL COMMUNITY DEVELOPMENT (I)
Course Code: ATIC
Campus: St Albans,

Course Objectives: 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 are then eligible to enter the Masters program, depending on the results they have achieved.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today's corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.
The entry requirement to the Graduate Certificate/Doctor of Psychology (Clinical Psychology) program provides the community services program offers postgraduate awards. Year 1 Semester 1 students must complete a total of 48 credit points. To qualify for the Graduate Certificate in International Community Development (AGIC) - which is one year full-time (or equivalent). (The Graduate Diploma articulates into the Masters program - please refer to course AMIC).

To qualify for the Graduate Certificate in International Community Development students must complete a total of 48 credit points.

Year 1 Semester 1

AAAS002 OCEANIA IN THE MODERN WORLD 12
AAAS024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS 12
ACF5031 WOMEN AND INTERNATIONAL DEVELOPMENT 12
APPT580 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES 12
ASASS027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY 12
ASA5055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY 12

GRADUATE CERTIFICATE IN COMMUNITY SERVICES
Course Code: ATSS
Campus: Footscray Park, (with several optional units of study at St Albans and City Flinders)

Course Objectives: The community services program offers postgraduate awards at three levels of advanced professional practice in community services, (Certificate, Diploma and Masters level) each of which is designed to extend the undergraduate skills and knowledge of professional workers in diverse fields of community services practice. The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Career Opportunities: Social worker, youth support services, welfare worker, aged support/care, disability and refugee support.

Course Duration: 1 year
Admission Requirements:
- 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.

Course Structure: Practice Issues, Skills & Knowledge Stream
Please check prerequisite requirements, campus location and semester offerings in unit of study details. Students may negotiate alternative units with program co-ordinator.

ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12
Plus 3 units from at least 2 of the streams listed below:
**Please note that only a selection of these units are offered each year

STREAM 1 - Practice Issues, Skills and Knowledge

APPT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT 12
APPT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING 12
APPT5080 CROSS-CULTURAL ISSUES IN COUNSELLING 12
ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION 12
ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS 12
ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12

BM05568 TEAMWORKING 12
BM06624 ORGANISATION CHANGE MANAGEMENT 12

STREAM 2 - Organisation / Community Engagement Stream

ACG5025 MANAGING ORGANISATIONAL COMMUNICATION 12
ACG5050 COMMUNICATION ACROSS CULTURES 12
ACG5098 MANAGING PUBLIC RELATIONS CAMPAIGNS 12
ACG5203 PRINT AND WEB JOURNALISM 12
AP4003 ORGANISATIONAL PSYCHOLOGY 1 12

BM05520 ORGANISATION ANALYSIS AND BEHAVIOUR 12
BM05590 LEADERSHIP AND CORPORATE GOVERNANCE 12

STREAM 3 - Research Methods Stream

ACG5200 APPROACHES TO RESEARCH 12
APM5003 QUALITATIVE RESEARCH METHODS 12
APM5013 QUANTITATIVE RESEARCH METHODS 12
APP4003 RESEARCH THEORY AND ORIENTATION 12

AXR0002 RESEARCH DESIGN AND METHODS 12

DOCTOR OF PSYCHOLOGY (CLINICAL PSYCHOLOGY)
Course Code: AZPC
Campus: St Albans,

Course Objectives: The Doctor of Psychology (Clinical Psychology) program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Psychology. Adapting a lifespan framework, the
course trains graduates in a wide range of assessment and therapeutic techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course, an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychology Accreditation Council. Referees’ reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

Course Structure: The coursework program is conducted on an intensive full-time basis. The course is comprised of three interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand.

**Year 1, Semester 1**
- APC5101  RESEARCH PROJECT 1  12
- APC5103  CLINICAL SKILLS 1  6
- APC5105  CLINICAL EXPERIENCE AND PRACTICUM 1  12
- APC5107  PROFESSIONAL PRACTICE ISSUES 1  6
- APC5109  GROUP PROCESS  6
- APC5111  INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY  6

**Year 1, Semester 2**
- APC5102  RESEARCH PROJECT 2  12
- APC5104  CLINICAL SKILLS 2  6
- APC5106  CLINICAL EXPERIENCE AND PRACTICUM 2  12
- APC5108  PROFESSIONAL PRACTICE ISSUES 2  6
- APC5110  OBSERVATIONAL METHOD 1  6
- APC5112  CLINICAL THEORIES 1  6

**Year 2, Semester 1**
- APC5103  RESEARCH PROJECT 3B  12
- APC5105  CLINICAL THEORIES 2  6
- APC5107  OBSERVATIONAL METHOD 2 - CHILDHOOD  6
- APC5109  CLINICAL EXPERIENCE AND PRACTICUM 3  12
- APC5111  CLINICAL PSYCHOLOGY SKILLS 1  6
- APC5113  PROFESSIONAL PRACTICE ISSUES 3  6

**Year 2, Semester 2**
- APC5104  RESEARCH PROJECT 4B  12
- APC5110  CLINICAL EXPERIENCE AND PRACTICUM 4  12
- APC5106  CLINICAL THEORIES 3  6
- APC5108  OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD  6
- APC5114  PROFESSIONAL PRACTICE ISSUES 4  6
- APC5112  CLINICAL PSYCHOLOGY SKILLS 2  6

**Year 3, Semester 1**
- APC7101  RESEARCH PROJECT 5  24
- APC7103  CLINICAL EXPERIENCE AND PRACTICUM 5  12
- APC7107  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1  12

**Year 3, Semester 2**
- APC7102  RESEARCH PROJECT 6  24
- APC7104  CLINICAL PRACTICUM 6  12
- APC7108  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2  12

**DOCTOR OF PSYCHOLOGY (CLINICAL NEUROPSYCHOLOGY)**

**Course Code:** AZPN

**Campus:** St Albans

**Course Objectives:** (For continuing students only)

The Doctor of Psychology program provides appropriate postgraduate training for functioning as a specialist professional psychologist in the area of Clinical Neuropsychology. Adapting a lifespan framework, the course trains graduates in a wide range of assessment, therapeutic and rehabilitation techniques with adults, children and adolescents with a particular emphasis on a psychodynamic perspective. The course presents a special focus on childhood and adolescence.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course an applicant must have successfully completed a fourth year of study in a course accredited by the Australian Psychological Society. Referees’ reports and any relevant professional experience are also taken into account, and applicants are interviewed to help assess their suitability for the course.

Course Structure: This coursework program is conducted on an intensive full-time basis over three years. The course comprises the interlocking strands of theoretical/knowledge-based units, research units (including an independent project and thesis) and a clinical practice strand; the latter comprising the larger time commitment.

**Year 1, Semester 1**
- Compulsory units of study:
  - APC5101  RESEARCH PROJECT 1  12
  - APC5103  CLINICAL SKILLS 1  6
  - APC5105  CLINICAL EXPERIENCE AND PRACTICUM 1  12
  - APC5107  PROFESSIONAL PRACTICE ISSUES 1  6
  - APC5111  INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY  6

**Year 2, Semester 1**
- APC6103  RESEARCH PROJECT 3B  12
- APC6105  CLINICAL THEORIES 2  6
- APC6107  OBSERVATIONAL METHOD 2 - CHILDHOOD  6
- APC6109  CLINICAL EXPERIENCE AND PRACTICUM 3  12
- APC6111  CLINICAL PSYCHOLOGY SKILLS 1  6
- APC6113  PROFESSIONAL PRACTICE ISSUES 3  6

**Year 2, Semester 2**
- APC6104  RESEARCH PROJECT 4B  12
- APC6110  CLINICAL EXPERIENCE AND PRACTICUM 4  12
- APC6106  CLINICAL THEORIES 3  6
- APC6108  OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD  6
- APC6114  PROFESSIONAL PRACTICE ISSUES 4  6
- APC6112  CLINICAL PSYCHOLOGY SKILLS 2  6

**Year 3, Semester 1**
- APC7101  RESEARCH PROJECT 5  24
- APC7103  CLINICAL EXPERIENCE AND PRACTICUM 5  12
- APC7107  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1  12

**Year 3, Semester 2**
- APC7102  RESEARCH PROJECT 6  24
- APC7104  CLINICAL PRACTICUM 6  12
- APC7108  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2  12

**Year 3, Semester 3**
- APC7110  ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 3  12

**APC5113 NEUROANATOMY**

**Year 1, Semester 2**
- APC5102  RESEARCH PROJECT 2  12
- APC5104  CLINICAL SKILLS 2  6
- APC5106  CLINICAL EXPERIENCE AND PRACTICUM 2  12
- APC5108  PROFESSIONAL PRACTICE ISSUES 2  6
- APC5112  CLINICAL PSYCHOLOGY SKILLS 2  6

**Year 1, Semester 3**
- APC5113 NEUROANATOMY
- APC5114 NEUROPSYCHOLOGY OF CHILDHOOD

**Year 2, Semester 2**
- APC5115 NEUROPSYCHOLOGICAL SYNDROMES & CLINICAL NEUROLOGY
Year 2, Semester 1
Selection of possible units of study. Not all units are available every year. Check Course Structure for details before enrolling.
APC6103 RESEARCH PROJECT 3B 12
APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3 12
APC6113 PROFESSIONAL PRACTICE ISSUES 3 6
APC6115 NEUROPSYCHOLOGY OF ADOLESCENCE & EARLY ADULTHOOD
APC6117 CHILD AND ADOLESCENT REHABILITATION
APC6119 CLINICAL NEUROPSYCHOLOGY SKILLS 1

Year 2, Semester 2
APC6104 RESEARCH PROJECT 4B 12
APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4 12
APC6114 PROFESSIONAL PRACTICE ISSUES 4 6
APC6116 NEUROPSYCHOLOGY OF ADULTHOOD
APC6118 ADULT REHABILITATION
APC6120 CLINICAL NEUROPSYCHOLOGY SKILLS 2

Year 3, Semester 1
APC7101 RESEARCH PROJECT 5 24
APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5 12
APC7105 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 1 12

Year 3, Semester 2
APC7102 RESEARCH PROJECT 6 24
APC7104 CLINICAL PRACTICUM 6 12
APC7106 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 2 12

DOCTOR OF APPLIED PSYCHOLOGY (COMMUNITY PSYCHOLOGY)
Course Code: AZPX
Campus: Footscray Park,
Course Objectives: The focus of this course will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology, specialising in the area of community psychology.
The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice.
Career Opportunities: Psychologist in specific fields such as sports psychologist, health psychologist, and community psychologist.
Course Duration: 3 years
Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Applied Psychology (Sport or Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology.
Course Structure: The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).
Year 1, Semester 1
For Full-time Students
All streams have common units of study
APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6075 PRACTICUM 4 16
APM6080 ADVANCED READING UNIT 8
Year 1, Semester 2
APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6085 PRACTICUM 5 16
APM6076 ADVANCED READING UNIT 8
Electives
Not all units of study are offered every year

DOCTOR OF APPLIED PSYCHOLOGY (SPORT PSYCHOLOGY)
Course Code: AZPY
Campus: Footscray Park,
Course Objectives: The focus of this course will be on exploring significant issues and problems by undertaking research, advanced coursework, a professional practicum and research within the area of applied psychology, specialising in the area of sport psychology.
The aim of this professional doctorate is to enable students to develop as researchers and extend their skill base in applied psychology to make a significant contribution to knowledge and practice.
Career Opportunities: Psychologist in specific fields such as sports psychologist, health psychologist, and community psychologist.
Course Duration: 3 years
Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed the first year of the Master of Applied Psychology (Sport or Community) course and demonstrated a capacity for carrying out research at the professional doctorate level. Once admitted, the student will convert to enrolment in the Doctor of Applied Psychology.
Course Structure: The course is offered on a full-time basis over three years or part-time for six years. This period includes the conversion from Year 1 of the Master of Applied Psychology (Sport or Community).
Year 1, Semester 1
For Full-time Students
All streams have common units of study
APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6075 PRACTICUM 4 16
APM6080 ADVANCED READING UNIT 8
Year 1, Semester 2
APM6090 DOCTORAL THESIS (RESEARCH) 24
APM6085 PRACTICUM 5 16
APM6076 ADVANCED READING UNIT 8
Electives
Not all units of study are offered every year
DOCTORATE OF SOCIAL WORK
Course Code: AZSW

Campus: St Alabans, (with options at City Flinders and Footscray Park).

Course Objectives: The aim of the Doctorate of Social Work is to produce researchers capable of conducting research independently, at a high level of originality and quality. A doctoral candidate should uncover or create new knowledge by the discovery of new information, formulation of theories, development of new approaches, or the innovative interpretation of existing ideas, theories or approaches. A PhD thesis is expected to be 60,000-100,000 words. It is expected that the degree be completed within three years full-time.

The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today's corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

Career Opportunities: Senior social work practitioner.

Course Duration: 3 years

Admission Requirements: Professional Qualification (MSW) and five years practice with at least two years as senior practitioner.

Course Structure:
Year 1 Semester 1
AER8510 POLICY CONTEXT OF PROFESSIONAL PRACTICE 24

Or complete thesese TWO units:
ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES 12
ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE) 12

Plus select either:
AER8517 INVESTIGATING PROFESSIONAL PRACTICE 24
AER8518 RESEARCHING PROFESSIONAL PRACTICE 24

Year 1 Semester 2
ASD7000 THESIS (FULL-TIME) 48

Year 2 Semester 1
ASD7000 THESIS (FULL-TIME) 48

Year 2 Semester 2
ASD7000 THESIS (FULL-TIME) 48

Year 3 Semester 1
ASD7000 THESIS (FULL-TIME) 48

Year 3 Semester 2
ASD7000 THESIS (FULL-TIME) 48

MASTER OF HEALTH SCIENCE - AGED SERVICES
Course Code: HMSA

Campus: City Flinders, (on campus students); Off-campus (distance education students)

Course Objectives: The suite of postgraduate programs within the Master of Health Science - Aged Services responds to the demand for highly qualified multi-disciplinary managers, dementia specialists, consultants and administrators in a rapidly growing aged services industry and increased public demand for quality service provision. It is of particular interest to students with business, social work, psychology, nursing or allied health disciplinary backgrounds. An important feature of the program is its flexible structure, allowing exit from the program at different levels, and, if desired, later re-admission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs.

The postgraduate program in Aged Services provides up to date higher degree education in a broad range of aged services. The Postgraduate programs are designed for a range of multidisciplinary students seeking to further their knowledge, skills and attitudes in professional leadership and management in aged and dementia care services in any health care setting. The program will equip Graduates to understand the legal and ethical ramifications of leadership and management in aged care services and provide cost effective person-centred services for older people.

Career Opportunities: In state and local government, hospitals, residential facilities, community service organisations, retirement industry, and the health and fitness industry.

Course Duration: To be advised.

Admission Requirements: To qualify for the award of Graduate Certificate in Aged Services, students must complete a total of 48 credit points. To qualify for the award of Graduate Diploma in Aged Services Management or Graduate Diploma in Dementia Care and Service, students must complete a total of 96 credit points. To qualify for the award of Master of Health Science - Aged Services students must complete a total of 144 credit points; OR

For international students taking the two year option, students must complete 192 credit points.

Course Structure: The Postgraduate programs in Aged Service incorporate:

Graduate Certificate in Aged Services (HTAS) - exit point only
One semester full-time or one year part-time
Graduate Diploma in Aged Services Management (HGAS) - exit point only
One year full-time or two years part-time
Graduate Diploma in Dementia Care and Service (HGDC) - exit point only
One year full-time or two years part-time
Master of Health Science - Aged Services (HMSA)
One-and-a-half years full-time or three years part-time

for international students only: two years full-time with the addition of 48 further credit points incorporating the units of the Graduate Diploma in Community Services (AGSS).

Graduate Certificate in Aged Services (Exit point HTAS)
ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING 12
AXR0002 RESEARCH DESIGN AND METHODS 12
ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES 12
ASD4105 LEADERSHIP, INNOVATION AND CHANGE 12

Graduate Diploma in Aged Services Management (Exit point HGAS)
Students must complete the four units outlined in the Graduate Certificate in Aged Services plus the following:

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES 12
ASD4002 QUALITY MANAGEMENT IN AGED SERVICES 12
ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES 12
ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT 12

Graduate Diploma in Dementia Care and Service (Exit point HGDC)
Students must complete the four units outlined in the Graduate Certificate in Aged Services plus the following:

- ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE 12
- ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES 12
- ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS 12
- ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA 12

ASD4107 can be replaced by another unit if approved by the Course Coordinator.

**Master of Health Science - Aged Services**

Students have three options:

Option A: Completion of all 12 units listed above; OR
Option B: Completion of one of the two Graduate Diplomas above plus a Minor Thesis as follows:

- Full-time (Semester 1 or 2)
  - ASD5004 MINOR THESIS (FULL-TIME) 48
- Or
  - Part-time (Semester 1 and 2)
  - ASD5014 MINOR THESIS (PART-TIME) 24

Option C: Completion of one of the two Graduate Diplomas above plus an industry-based project as follows:

- Full-time (Semester 1 or 2)
  - ASD5006 INDUSTRY-BASED PROJECT (FULL-TIME) 48
- Or
  - Part-time (Semester 1 and 2)
  - ASD5016 INDUSTRY-BASED PROJECT (PART-TIME) 24
SUBJECTS
Below are subject details for courses offered by the School of Social Sciences and Psychology in 2010. IMPORTANT NOTICE: 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.

**AAA2005 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA**

Locations: Footscray Park,

Pre-requisites: AAA1003 - AUSTRALIA IN ASIA or permission from the Head of School.

Descriptions: This unit of study will take as its central theme for the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar per week, and three hours online learning per semester.

Required Reading: Steinberg, D (et al) 1987, In search of Southeast Asia: a modern history, Allen and Unwin, Sydney.

Assessment: Seminar report/review (1000 words) 25%; Research essay (1000 words) 50%; One-hour exam 25%.

**AAA2007 GENDER AND SEXUALITY: ASIAN PERSPECTIVES**

Locations: Footscray Park,

Pre-requisites: AAA1003 - AUSTRALIA IN ASIA or permission from the Head of School.

Descriptions: This unit of study employs recent social theory understandings of gender and identity. Case studies will be drawn from a range of selected Asian cultural contexts. Issues to be considered will include: the complex notions of engenderment (eg. femaleness, maleness, androgyny); heterosexuality and homosexuality; prostitution; sex tourism; pederasty; and possibilities for gender equality and empowerment in specific cultural milieux.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the major theoretical questions surrounding gender and sexuality in Asia;
- Question racial, gender and sexual stereotyping;
- Interrogate the social and historical origins of behaviour and attitudes;
- Develop, summarise and publicly present complex arguments;
- Participate in and support discussions around complex and socially sensitive issues.

Class Contact: One two-hour seminar per week and one three-hour screening/discussion per semester.


Assessment: Seminar paper (1000 words) 30%; Research essay (3000 words) 70%.

**AAA2008 BUSINESS CULTURES IN ASIA**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance, and business behaviour and management. The empirical studies will tackle such issues as business negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the tenets of the main theories, approaches and debates in cross-cultural communication and international management;
- Identify the principles of thinking and business operation in Asia, including Confucianism and the ancient war strategies (Sunzi Bingfa), and their application to the business behaviour;
- Explain the investment procedures, socio-political and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
- Develop the ability to design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (e.g. joint venture or wholly owned venture);
- Identify the characteristics of doing research in this field, and apply the strategies for various case studies.

Class Contact: The equivalent of 2.25 hours per week for one semester. These classes may be scheduled as intensive weekend workshops depending on students’ demand.


Assessment: Two essays 60%; Examination 40%.

**AAA2011 CULTURAL HISTORY OF TIBET**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Focusing on the history and culture of Tibet’s vast north-eastern province of Amdo, this unit of study provides an introduction to the history of Tibetan culture while encouraging discussion about the future of Tibetan society...
and its spiritual and cultural traditions. Particular attention will be given to Tibet’s role in Central Asia and its relationship with China and India, including the problem of Tibet’s status as a nation. Discussion will also focus on particular aspects of Tibetan culture and an important individuals from the Arna region who have had a significant impact in Tibet and beyond. These include Lama Tsongkhapa (religious reformer), Shabkarpa (yogi and mystic), Gedun Chöphel (scholar and revolutionary), and His Holiness the Fourteenth Dalai Lama (Tibet’s modern leader).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a broad knowledge of the scope of Tibetan history;
- Analyse translated texts from other cultures;
- Respond, to and write about, non-Western histories;
- Understand and analyse history in its social and political contexts;
- Understand cultural history in a disputed region.

Class Contact: One two-hour seminar per week and one 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

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study examines a number of critical issues associated with the Vietnam War, a war which has had profound consequences both in Vietnam and those western countries which were involved. These issues include: national identity, race, patriotism, loyalty, sacrifice, morality and the meaning and justification of war. The unit studies these themes through the eyes of historians, artists, journalists, film-makers and writers from all sides of the conflict. It also aims to explore the aftermath of the Vietnam War and its part in shaping the popular imagination and political cultures of Vietnam and the West, particularly the United States and Australia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the major theoretical paradigms in qualitative research methods (their values, terminology, methods and techniques) and the main criticisms of these;
- Demonstrate advanced skills of logical argument, developing hypotheses and using evidence;
- Understand debates about research ethics and designed ethical research proposals;
- Demonstrate advanced skills of analysis and synthesis relevant to research within these fields;
- Demonstrate familiarity with issues relating to cross-cultural research methods and apply research strategies in a range of case studies;
- Select and define research topics, design research proposals and adopt effective and appropriate research methods.

Class Contact: The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.


Assessment: Review Literature review (3000 words) and research proposal (2000 words). 100%

AAA5002 RESEARCH METHODS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study covers a variety of research methods relevant to research in Asia and on Asia-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 topic(s), design research proposal(s) and adopt optimum research methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Describe various regional problems from sociological and cultural studies perspectives;
- Establish a guide to their own regional and theoretical interests;
- Consider a range of methods for understanding cultures and societies;
- Consider problems of social change.
AAA5012 ASIAN CULTURES AND LITERATURES

Descriptions: This unit of study introduces students to a comparative understanding of Asian cultures through the study of several texts (including novels, poetry, films, drama, music) in English translations. Special attention will be paid to Vietnamese, Chinese and Japanese texts, though texts from other Asian cultures may also be examined.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of a range of classical and modern works from Asian literature and art;
- Analyse cultural texts from other cultures;
- Analyse cultural texts in terms of form, content, style and context;
- Respond to and write about non-Western art forms;
- Understand and analyse the relationship existing between art and social history;
- Apply an understanding of a range of critical and interpretive theories.

Class Contact: Three hours per week comprising two one-hour lectures and one one-hour tutorial.


Assessment: Essay (5000 words) 100%.

AAA5013 COLONIALISM, NATIONALISM AND REVOLUTION IN SOUTHEAST ASIA

Descriptions: This unit of study will take as its central theme the study of Southeast Asian history during the 19th and 20th centuries, the interaction between the evolving indigenous societies of the region and increasing Western penetration. This unit will examine how Southeast Asian societies accommodated, resisted and utilised European and North American political and economic intervention. The first weeks of the unit will be devoted to a study of pre-colonial Southeast Asia and the first two centuries of European contact. Particular emphasis will be given to the social and economic transformation experienced by Southeast Asian countries during the last decades of colonial rule together with the emergence of nationalist movements throughout the region. The latter part of the unit of study will be devoted to an examination of the revolutionary experience leading to the creation of the new nation states of Southeast Asia. The unit will focus on Indonesia, but will draw comparisons with other Southeast Asian countries.

Credit Points: 12

Learning Outcomes: To be advised.

AAA5014 THE SEARCH FOR MEANING IN ASIA

Descriptions: This subject examines the diverse religious and philosophical traditions of Asia in a comparative perspective. The aim is two-fold: to develop an understanding of traditions of value, thought, devotion, and spirit in Asia; and to develop an ability to appreciate different ways of interpreting self and the world. Emphasis will be given to the dimension of personal experience in the human quest to find meaning in life and to give the world meaning, both past and present. This will involve a consideration of such issues as mind, consciousness, cosmology, deity, power, transformation, vision, and transcendence. The impact of systems of thought on more public issues such as the good life, ecology, personhood, social life, and nationhood will also be discussed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Recognise and understand the major elements of Asia's belief systems and philosophies, including those present in the Australian community.
- Identify historical sources for contemporary Asian belief systems and philosophies.
- Appreciate and respect diverse belief systems and worldviews.
- Understand and contribute to the foundations of respectful group and public interfaith dialogue.
- Recognise the contribution of Asia's belief systems and philosophies to the deepening of our shared and individual humanity.

Class Contact: One 2 hour seminar per week, and one 3 hour off-campus program per semester


Assessment: Assignment Four reflective writing assignments 40%
Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the major theoretical questions surrounding gender and sexuality in Asia;
- Demonstrate awareness of the characteristics of doing research in this field,
- Know the investment procedures, sociopolitical and economic conditions, and
- Demonstrate broad familiarity with the way of thinking and doing business in
- Know the tenets of the main theories and 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.
- Write, participate in and support discussions around complex and socially sensitive issues.

Class Contact: Two hours per week normally comprising one one-hour lecture and one one-hour seminar.


Assessment: Report Seminar paper (2500 words) 30%

AAA5017 BUSINESS CULTURES IN ASIA

Locations: Footscray Park,

Pre-requisites: 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.

Descriptions: This unit of study will examine a range of theoretical and empirical approaches to the study of doing business in Asia. The disciplines discussed will include cross-cultural communication, international trade and finance and business behaviour and management. The empirical studies will tackle such issues as business negotiation, investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Know the tenets of the main theories and approaches in cross-cultural communication, international management and the major criticisms of these;
- Demonstrate broad familiarity with the way of thinking and doing business in Asia, including Confucianism and the ancient war strategies (Sunzi Bingfa), and their application to business behaviour;
- Know the investment procedures, sociopolitical and economic conditions, and management and labour relations in selected countries in East and Southeast Asia;
- Design and evaluate business strategies regarding international trade activities, investment negotiation and arrangement, and enterprise management (eg. joint venture or wholly owned venture);
- Demonstrate awareness of the characteristics of doing research in this field, and apply the strategies for various case studies.

Class Contact: The equivalent of three hours per week for one semester comprising one two-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.


Assessment: Oral presentation 10%; Minor essay (2000 words) 30%; Research essay (5000 words) 60%.

AAA5020 SOUTHEAST ASIAN POLITICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 should provide a useful basis for understanding and explaining the political systems of the region and their trajectories of change.

Assessment: Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.

AAA5021 FOREIGN RELATIONS: INDONESIA, VIETNAM AND AUSTRALIA

Locations: Footscray Park,

Pre-requisites: 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.

Descriptions: This unit of study will examine the foreign policies of Australia, Indonesia and other Southeast Asian countries. It will explore themes such as decolonisation, the Cold War, globalisation and regional co-operation from a number of national perspectives with the objective of giving students insight into the multi-layered network of interactive relationships in which foreign policies are developed and implemented. The study of Australian policy will constitute the principal focus. The unit of study will examine both the key strategic relationships with ‘great and powerful friends’ and the development of more autonomous relations with the nations of Northeast and Southeast Asia. Extensive use will be made of Australian official documents as source material.

Assessment: Seminar paper (2500 words) 30%; Research essay (5000 words) 70%.
AAA6002 THESIS (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 Research Methods and two electives; or equivalent.

Descriptions: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (10,000 words) 100%.

AAA6003 THESIS (PART-TIME)

Locations: Footscray Park,

Pre-requisites: Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 Research Methods and two electives; or equivalent.

Descriptions: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (10,000 words) 100%.

AAA6004 MINOR THESIS (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 Research Methods and two electives; or equivalent.

Descriptions: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 36

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (10,000 words) 100%.

AAA6005 MINOR THESIS (PART-TIME)

Locations: Footscray Park,

Pre-requisites: Completion of AAA5011 Interpreting ‘Asia’ and the ‘Pacific’, AAA5002 Research Methods and two electives; or equivalent.

Descriptions: This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (10,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of Asian and/or Pacific Studies, usually within the ambit of a social science or humanities discipline. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

Credit Points: 18

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to processes of academic peer review.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by supervisor.

Assessment: Thesis (10,000 words) 100%.

AHA1001 WORLD HISTORY

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate the rudiments of historical writing and argument;

• Place Australian history in its world history context;

• Recognise key dates in world history and put them in perspective;

• Understand and define key terms that have a ‘world history’ significance;

• Prepare for an experience as an international exchange student or world traveller;

• Understand the distinction between primary and secondary sources;

• Understand the relationship between historical arguments and national or ethnic 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%.

AAH1008 AUSTRALIANS AT WAR

Locations: Footscray Park, St Albans,

Pre-requisites: AAH1001 World History or equivalent.

Descriptions: This unit of study challenges the common-sensical 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 the ANZAC in the development of a national identity. Participation in foreign wars (usually at some other nation’s behest) has been a recurring theme of the Australian story. Attention is given to World War I and World War II and the Vietnam War. The unit concludes with the War on Terror.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the role of war and peace in Australian history;
- Think historically;
- Execute primary historical research;
- Write historically;
- Foster a love of history as a discipline.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

Required Reading: McKernan, M & Browne, M (eds) 1988, Australia: two centuries of war and peace, Australian War Memorial in association with Allen and Unwin, Canberra.

Assessment: Short essay 10%; Class paper and essay 40%; Research essay 50%.

AAH2011 EUROPEAN HISTORY 1

Locations: Footscray Park,

Pre-requisites: Normally AAH1008 Australians at War.

Descriptions: This unit of study examines social and political change in Europe from the Great War to the outbreak of World War II. This period witnessed the disintegration of old empires and the emergence of new ideologies. Thus the principal theme is the character and impact between the wars of communism in Russia and Nazism in Germany. The unit of study also examines one ideological battleground of these ideologies: the Spanish Civil War, 1936-1939.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand and analyse some pivotal social and political events in contemporary European history;
- Evaluate different historical approaches and different historiographical debates on central themes in contemporary European history;
- Demonstrate skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial plus three hours of self-directed learning per semester.


Assessment: Essays, 50%; Examination, 40%; Participation, 10%.

AAH2012 EUROPEAN HISTORY 2

Locations: Footscray Park,

Pre-requisites: Normally AAH2011 European History 1.

Descriptions: This unit of study develops the theme of ideological conflict (from AAH2011) through an historiographical examination of the origins of World War II, followed by an intensive study of the annihilation of European Jewry. The unit of study then shifts to social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand and analyse some pivotal social and political events in contemporary European history;
- Evaluate different historical approaches and different historiographical debates on central themes in contemporary European history;
- Demonstrate skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial plus three hours of self-directed learning per semester.


Assessment: Essay Essay 50%
• Understand and analyse key social, cultural and political developments in 20th century American history;
• Demonstrate a deepening of their love of history as a discipline.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester in mixed-mode or self-directed learning.


Assessment: Short essay 10%; Class paper and essay (1000 words) 40%; Research essay (2000 words) 50%.

AAH3011 AMERICAN HISTORY I

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of first year unit of study requirements in History.

Descriptions: This unit of study examines the social, cultural and political segmentation of American society from 1918 to 1945. The unit emphasises the tensions between tradition and modernity: thus it examines the fault lines of regional difference, demographic change and conflicting social values. The unit seeks to understand, for example, how and why the forces representing nativism, religious fundamentalism and immigration restriction, were pitted against the forces of urbanisation, mass consumerism and technological change. The unit of study concludes with a study of wartime America from the perspective of gender, ethnicity and race.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand and analyse key social, cultural and political developments in 20th century American history;
• Understand different historical approaches and different historiographical debates on central themes in 20th century American history;
• Demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: 2.5 hours per week comprising lectures and tutorials

Required Reading: AHH3001 Unit Reader. America in the twentieth century, Patterson, JT 1994, Harcourt Brace, Fort Worth.

Assessment: Essay Essays 50%

AAH3012 AMERICAN HISTORY II

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of first year unit of study requirements in History.

Descriptions: Continuing from AAH3011, this unit of study explores American society from the Cold War to 1969. Themes of political reform and repression, racial conflict, civil rights dissent and social disintegration underpin studies of the presidencies of Harry Truman through to Lyndon Johnson. Special emphasis is given to the phenomenon of McCarthyism from the late 1940s to the mid 1950s, and the period from 1960 to the apocalypse of 1969.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand and analyse key social, cultural and political developments in 20th century American history;
• Understand different historical approaches and different historiographical debates on central themes in 20th century American history;
• Demonstrate a development of the skills of historical analysis, including the interpretation of primary and secondary sources; awareness of change over time; historical causation; constructing an argument; and researching and writing a structured analytical essay.

Class Contact: One 90-minute lecture and one one-hour tutorial per week

Required Reading: AHH3011 Unit Reader. America in the twentieth century, Patterson, JT 1994, Harcourt Brace, Fort Worth.

Assessment: Essay Essay 50%
and pressure groups, political movements, the media in politics, community and ethnicity). This unit will conclude with a brief survey of some late major modern political ideologies (eg. green politics, feminism, economic rationalism, ‘Third Way’ politics). 

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
• Conduct research for, and write, academic essays.

Class Contact: Three hours per week comprising one two-hour lecture and one two-hour tutorial.

Required Reading: McLean, I & McMinn, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of the AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2004 SOUTHEAST ASIAN POLITICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine key recent events as well as political change and conflict in the Southeast Asian region since World War II. The unit aims to analyse and interpret political systems, ideologies and traditions in Southeast Asian countries by focusing on the question of legitimacy and claims to power, authority and sovereignty. By means of individual country and comparative studies, lectures and tutorials will explore the following topics: the role of the military in government; politics and power maintenance; elections and democracy; national integration and regional/ethnic/religious separatism; ‘political cultures’; and civil society and the role of the middle class in contemporary Southeast Asian politics. The unit of study should provide a basis for understanding and explaining the political systems of the region and their trajectories of change.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
• Conduct research for, and write, academic essays.

Class Contact: Three hours per week comprising one two-hour lecture and one one-hour tutorial for one semester.

Required Reading: Muthiah Alagappa (ed) 1995, Political legitimacy in Southeast Asia: the quest for moral authority, Stanford University Press, California.

Assessment: Two assignments 60%; Examination 40%. Final examination may take the form of a take-home exam.

AAP2012 CULTURE AND POLITICS IN INDONESIA

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine Indonesia’s social structure and diverse cultural patterns and how these are reflected in post-independence politics. Emphasis will be given to the processes of social change. The themes explored in the unit of study will include: the construction of national identity; the search for appropriate political forms and the social and political changes generated by rapid economic development; and Islam in its diverse manifestations. The role of the Chinese and other ethnic minorities will be examined in the context of national integration. Particular focus will be given to the issue of regime change as Indonesia approaches the end of the Suharto era.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the theories and nature of democracy and dictatorship and the various forms of these doctrines;
• Read and discuss the works of relevant political philosophers;
• Research and write academic essays for the unit.

AAP2015 INTERNATIONAL RELATIONS

Locations: Footscray Park,

Pre-requisites: Normally AAP1010 Foundations of Political Science and AAP1011 Australia in Asia, at C grade or better.

Descriptions: 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; anarchism in the international community; balance of power discourse; diplomacy and war in late modern history; regionalism; realist and neo-realist theories in international politics; peace studies; the politics of globalisation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an introductory knowledge of the foundational concepts, history and theories of contemporary International Relations (henceforth IR).

Class Contact: Twenty-seven hours per semester, including one one-hour lecture and one one-hour tutorial per week, plus a three-hour self-directed learning project.


Assessment: Tutorial presentation 15%; Essay 40%; Self-directed learning project 20%; Examination 25%.

AAP2016 DICTATORSHIP AND DEMOCRACY

Locations: Footscray Park,

Pre-requisites: AAP1010 Foundations of Political Science and AAP1002 Australian Politics (or equivalent) or with permission of co-ordinator.

Descriptions: This unit of study will include the following topics: Ancient Greek and Chinese philosophers on government and society; democracy and tyranny in the Ancient world; Machiavelli, Hobbes, Locke and Rousseau on social contract; divine right and absolutism in medieval and early modern Europe; the Enlightenment philosophers, democracy and human rights; socialism and liberty, case studies in dictatorship and totalitarianism eg. Inquisition, Mussolini, Hitler, Stalin, Mao, Pol Pot, Peron, Franco, Pétain. The unit emphasises the reading of original texts by political philosophers and ‘practitioners’ of governing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate a working knowledge of the important political philosophies, ideologies and concepts which should inform their understanding of current political events;
• Conduct research for, and write, academic essays.

Class Contact: Three hours per week comprising one hour lecture and one two-hour tutorial.

Required Reading: McLean, I & McMinn, A 2003, The concise Oxford dictionary of politics, 2nd edn, Oxford University Press, Oxford (available to students online through the University library). Students must purchase a copy of the AAP1010 Unit Reader from the University Bookshop. It is strongly recommended that students also obtain a copy of Heywood, A 2003, Political ideologies: an introduction, 3rd edn, Macmillan, London.

Assessment: Tutorial paper 15%; Essay plan/bibliographic exercise 15%; Essay 40%; Examination 30%.

AAP2016 DICTATORSHIP AND DEMOCRACY

Locations: Footscray Park,

Pre-requisites: AAP1010 Foundations of Political Science and AAP1002 Australian Politics (or equivalent) or with permission of co-ordinator.

Descriptions: This unit of study will include the following topics: Ancient Greek and Chinese philosophers on government and society; democracy and tyranny in the Ancient world; Machiavelli, Hobbes, Locke and Rousseau on social contract; divine right and absolutism in medieval and early modern Europe; the Enlightenment philosophers, democracy and human rights; socialism and liberty, case studies in dictatorship and totalitarianism eg. Inquisition, Mussolini, Hitler, Stalin, Mao, Pol Pot, Peron, Franco, Pétain. The unit emphasises the reading of original texts by political philosophers and ‘practitioners’ of governing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an introductory knowledge of the foundational concepts, history and theories of contemporary International Relations (henceforth IR).

Class Contact: Twenty-seven hours per semester, including one one-hour lecture and one one-hour tutorial per week, plus a three-hour self-directed learning project.


Assessment: Tutorial presentation 15%; Essay 40%; Self-directed learning project 20%; Examination 25%.
AAP2017 NORTH AMERICAN POLITICS

Locations: Footscray Park,

Pre-requisites: AP1010 Foundations of Political Science and AAP1002 Australian Politics or with approval of co-ordinator.

Descriptions: This unit of study will include the following topics: US Constitution, federalism, Congress, Presidency, Judiciary, separation of powers, US political parties and social movements; key political issues including isolationism, NAFTA, Cold War, Civil Rights movement; rise of the 'neo-cons'; Canadian Constitution, federalism, political parties, issues including Native Americans and separatism in Quebec. Content will be provided to include a Political Science vantage point on contemporary issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the US and Canadian political systems;
- Engage in comparative political analysis;
- Write academic essays drawing upon descriptive, interpretive and comparative analytical skills.

Class Contact: One one-hour lecture and one one-hour tutorial per week plus three hours per semester of mixed-mode or self-directed learning.

Required Reading: Losser, W 2004, American politics, 2nd edn, Houghton Mifflin, Geneva, Illinois. A Unit Reader may be required as an addition or an alternative to the above.

Assessment: Bibliographic exercise/essay plan 20%; Essay (2500 words) 50%; Two-hour examination 30%.

AAP3014 DIMENSIONS OF GLOBAL POLITICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study critically evaluates different models used to explain the political changes associated with globalisation. Theories to be covered include world systems theory, the global capitalist approach and the global culture model. Various dimensions of globalisation will be examined (political, cultural and environmental) through such topics as global governance, world music, the pharmaceutical industry and environmental protocols.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a knowledge of key theoretical debates and different schools of thought on the meaning and character of globalisation and its political, cultural and environmental dimensions.

Class Contact: One one-hour lecture and one one-hour tutorial per week plus three hours per semester of mixed-mode or self-directed learning.


Assessment: Tutorial paper (1000 words) 20%; Essay (2500 words) 40%; Exam 40%.

AAP3016 PARLIAMENTARY INTERNSHIP

Locations: Footscray Park,

Pre-requisites: 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.

Descriptions: In this unit of study, students will have active experience working for a Member of Parliament in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a research project on a topic of interest and concern to the MP.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the Victorian Parliament, parliamentary processes, policy making and legislative processes;
- Demonstrate advanced analytical, research and report writing skills;
- Demonstrate high level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities;
- Demonstrate skills in interviewing, community consultation and organisation in a professional environment;
- Understand the workings of a Victorian electorate office.

Class Contact: Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament.


Assessment: Research report (6000 words); Reflective essay (2000 words).

AAX4001 ASIAN STUDIES HONOURS

Locations: Footscray Park,

Pre-requisites: Completion of a specialisation in Asian Studies or permission from the unit coordinator

Descriptions: This unit of study will examine a range of theoretical and disciplinary approaches to the study of contemporary 'Asia' and the 'Pacific'. The disciplines discussed will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. It will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contribution of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will explore how these disciplines have been applied to the study of 'Asia' through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political and economic variation with contemporary 'Asia'. The unit will be taught by a combination of lectures and seminars. Students will be expected to present a number of seminar papers during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Comment on various regional problems from sociological and cultural studies perspectives;
- Develop a guide to their own regional and theoretical interests;
APA4003 HISTORY HONOURS 4

Locations: Footscray Park,

Pre-requisites: Completion of a major in History.

Descriptions: All histories are shaped by assumptions about the nature, limits and purpose of historical knowledge. In this unit, students will uncover some of those assumptions and consider their implications for historical research. The unit examines the major trends in historiography, methodology and historical practice in the 20th century. It focuses on research hypotheses and problems; social and cultural constructions of evidence and interpretation; representation and language of argument; and the ideological frameworks that have influenced historical writing.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Develop an advanced ability to present coherent, documented written arguments;
- Understand different methods of analysis and problem-solving;
- Apply advanced skills in the evaluation of information, ideas and arguments, including those of diverse ideological assumptions;
- Understand causation and subjectivity in historical research.

Class Contact: Three hours per week comprising directed study and seminars per semester.


Assessment: Critical evaluation of methodological approaches of selected historical works 30%; Analytical essay of 2000 words comparing historical works in a distinctive genre or area 30%; Major reflective essay of 3000 words addressing key questions of historical epistemology in the context of historical practice 40%.

APA4003 ORGANISATIONAL PSYCHOLOGY 1

Locations: Footscray Park,

Pre-requisites: Admission to the Graduate Diploma in Psychology or Honours in Psychology.

Descriptions: The aim of this unit of study is to introduce students to organisational psychology theory and research, organisational structure, communications, leadership and change strategies. Topics include: fundamentals of organisational psychology; theories and models of organisations; motivation, attitudes and perception in the workplace; job performance, satisfaction and psychological health; organisational structure, power in organisations; leadership and decision-making; and selection processes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appraise a range of methods for understanding cultures and societies;
- Write on problems of social change.

Class Contact: One 2 hour seminar per week.

Required Reading: The following text will be used throughout the semester. It is available as an e-book via the VU Library and purchase is not necessary. Asia: Cultural Politics in the Global Age, F. Schirato and S. Srivastava 2001 Crows Nest, NSW. Allen and Unwin

Assessment: Assignment Critical Review 1000 words 30% Total effective word limit 3000 words

APA4004 PSYCHOLOGY OF GROUP PROCESSES

Locations: St Albans,

Pre-requisites: Admission to the Graduate Diploma in Psychology or Honours in Psychology.

Descriptions: This unit of study is designed to make students aware of group processes and to experience and analyse group interaction to enhance their skills as group facilitators. Topics include: theories of groups, group processes, defences, inter-group relationships and inequalities, pathological group cultures, group dynamics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of behaviour within organisations and the impact of individual, group and organisational processes on the functioning of organisations;
- Demonstrate an introductory understanding of the procedures involved in recruitment and selection of employees eg. personnel testing, interviews and assessment centres.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment Written assignments 70% EWL 3000 words

APA4005 FIELD RESEARCH

Locations: St Albans,

Pre-requisites: Entry to Graduate Diploma in Psychology course.

Descriptions: 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 members area of interest. The student’s weekly allocation of time to this unit should reflect its weighting as one quarter of the course for that semester. Specifically, the aims are to develop and use the skills required to conduct a research project and to present a research report.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Construct a research problem and question;
- Review relevant literature;
- Determine appropriate methods and ethical considerations.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research thesis 100%.

APA4015 COMMUNITY PSYCHOLOGY

Locations: St Albans,

Pre-requisites: Admission to the Graduate Diploma in Psychology or Honours in Psychology.

Descriptions: This unit of study is designed to make students aware of group processes and to experience and analyse group interaction to enhance their skills as group facilitators. Topics include: theories of groups, group processes, defences, inter-group relationships and inequalities, pathological group cultures, group dynamics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Review relevant literature;
- Determine appropriate methods and ethical considerations.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research thesis 100%.
On successful completion of this unit, students will be able to:

- Critically evaluate the research methodology and findings;
- Report and discuss the findings in the context of the literature review;
- Gather and analyse data using relevant quantitative or qualitative techniques;
- Present the research in a formal thesis or research report normally between 8,000 and 12,000 words.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment Mid-term assignment 30%

AP4019 FIELD RESEARCH

Locations: Footscray Park, St Albans,

Pre-requisites: Entry to Graduate Diploma in Psychology course.

Descriptions: This unit of study aims to provide students with an introduction to the ways of thinking and levels of analysis in community psychology. It will focus on the historical and theoretical underpinnings of community psychology. Topics will include: history of community psychology; philosophical underpinnings; levels of analysis; levels of prevention; empowerment; ecological approaches.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Construct a research problem and question;
- Review relevant literature;
- Determine appropriate methods and ethical considerations.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis Research thesis of approximately 8,000 to 12,000 words. 100%

AP4020 EXTENDED FIELD RESEARCH

Locations: St Albans,

Pre-requisites: Entry to Graduate Diploma in Psychology course.

Descriptions: 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 members 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 AP4019 Field Research. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an ability to design, write-up and present a research project.
- Demonstrate an ability to prepare research ethics applications;
- Demonstrate an ability to write a synthesised, integrated critical review of relevant previous studies in the area of their chosen research project;
- Demonstrate an understanding of the strengths and limitations of several multivariate statistics;
- Demonstrate a consolidation of their knowledge of univariate statistics;
- Demonstrate an understanding of the factors to be considered in designing psychological research studies;
- Demonstrate a familiarity with the literature associated with their proposed research project.

Class Contact: Fortnightly individual supervision for 30 minutes and one 90-minute class per fortnight for one semester.


Assessment: Test Two statistical methods tests Pass/Fail Assessment tasks will be ungraded - Satisfactory or Unsatisfactory.

APCS101 RESEARCH PROJECT 1

Locations: St Albans,

Pre-requisites: Admission to Master of Psychology course.

Descriptions: This unit of study aims 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 members 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. 100%

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis 8000 - 12000 words 100%

APCS102 RESEARCH PROJECT 2

Locations: St Albans,

Pre-requisites: APCS101 - RESEARCH PROJECT 1

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of advanced statistical concepts and methodologies;
- Demonstrate an ability to present advanced statistical techniques to audiences;
- Demonstrate an ability to write a clear and detailed report summarising a specific statistical technique;
- Demonstrate an ability to write a synthesised, integrated critical review of relevant previous studies in the area of their chosen research project;
- Demonstrate an ability to prepare research ethics applications;
- Demonstrate an ability to design, write-up and present a research project.

Class Contact: Students meet regularly with an individually assigned research supervisor.

Required Reading: To be advised by the student’s field research project supervisor.

Assessment: Research Thesis 8000 - 12000 words 100%
APC5103 CLINICAL SKILLS 1
Locations: St Albans,
Pre-requisites: Admission to the Master of Psychology course.
Descriptions: 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. Communication skills for clinical practice and report writing will be introduced.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of basic clinical assessment techniques;
• Demonstrate basic skills in the administration and scoring of intelligence tests;
• Demonstrate basic skills in interpretation of results of intelligence tests and the presentation of those results in a clear, concise psychological report.
Class Contact: One one-hour seminar and one two-hour workshop per week for one semester.
Assessment: Assignment Cognitive assessment of a child & submission of a report of this non-clinical case Pass/Fail The two components of assessment will be ungraded - Satisfactory or Unsatisfactory. EWL 2500 words.

APC5104 CLINICAL SKILLS 2
Locations: St Albans,
Pre-requisites: Satisfactory completion of Clinical Skills 1.
Descriptions: The focus of this unit of study will be on further development of skills in regard to assessment techniques, administration of standardised tests and assessment of various client groups across the lifespan. The principles of formal personality assessment will be introduced.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of the administration, scoring and interpretation of behavioural checklists and personality measures;
• Demonstrate basic skills in administration and interpretation of projective tests;
• Demonstrate basic communication skills;
• Demonstrate an ability to conduct a Mental Status Examination and appropriately report outcome.
Class Contact: One one-hour seminar and one two-hour workshop per week for one semester.
Required Reading: Reading Pack Clinical Skills 2.
Assessment: Project Submission of results and interpretation of one Rorschach administration and one TAT administration. Pass/Fail Assessment for this unit of study is ungraded - Satisfactory or Unsatisfactory. EWL 2500 words.

APC5105 CLINICAL EXPERIENCE AND PRACTICUM 1
Locations: St Albans,
Pre-requisites: Admission to Master of Psychology course.
Descriptions: 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.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of the role and operation of the Victoria University Psychology Clinic;
• Demonstrate initial acquisition of an appropriate professional stance in relation to clients;
• Demonstrate the development of clinical interview and assessment skills at a beginning level;
• Demonstrate formal report writing skills at a beginning level;
• Demonstrate an understanding of the role of supervision.
Class Contact: One one-hour seminar and one 90-minute workshop per week for one semester. In addition, from Week 8 students will commence their first placement in the Psychology Clinic and will undertake an average of 2.5 hours per week of face-to-face client assessment.
Assessment: Exercise Role-play of a first interview Pass/Fail Assessment for this unit of study is ungraded - Satisfactory or Unsatisfactory. Students are to complete all the above tasks at a satisfactory level.

APC5106 CLINICAL EXPERIENCE AND PRACTICUM 2
Locations: St Albans,
Pre-requisites: Satisfactory completion of Clinic Experience and Practicum 1.
Descriptions: This unit of study provides students with opportunities to continue practical consolidation of clinical skills in the Victoria University Psychology Clinic with an average of 2.5 hours per week for face-to-face client contact. Where possible, students will begin their first external placement during this semester. Case presentations and group supervision will facilitate further development of problem-solving and communication skills around clinical assessment.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
• Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
• Demonstrate developing skills in psychological intervention;
• Demonstrate skills in writing psychological reports at an increasingly professional level;
• Demonstrate a capacity to use supervision effectively;
• Demonstrate skills in oral case presentation and in clinical discussion;
• Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.
Class Contact: One one-hour seminar and one 90-minute workshop per week for one semester.
**APC5107 PROFESSIONAL PRACTICE ISSUES 1**

Locations: St Albans,

Pre-requisites: Admission to Master of Psychology course.

Descriptions: 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.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of the law governing the practice of psychology in Victoria and other states of Australia;
- Demonstrate knowledge of the APS Code of Ethics and Current Guidelines;
- Demonstrate an awareness of the ethical and legal issues most germane to the area of clinical practice, including issues of confidentiality, the protection of minors, the notion of informed consent, responsibility to clients and to employers, and the appropriate use of psychological tests.

Class Contact: One 90-minute seminar per fortnight for one semester.

Required Reading: Reading Pack Professional Practice Issues I.

Assessment: Completion of exercises related to ethical dilemmas in clinical practice; In-class tests of ethical knowledge.

**APC5108 PROFESSIONAL PRACTICE ISSUES 2**

Locations: St Albans,

Pre-requisites: APC5107 - PROFESSIONAL PRACTICE ISSUES 1

Descriptions: 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.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a knowledge of the effect of cultural differences on clinical work;
- Demonstrate an awareness of the ethical issues in cross-cultural psychological practice;
- Demonstrate an awareness of the principles underlying clinical practice that is sensitive to cultural values and expectations;
- Demonstrate a knowledge of the impact of language barriers on clinical work;
- Demonstrate an awareness of how psychologists can work with accredited interpreters in clinical settings.

Class Contact: One 90-minute seminar per fortnight.

Required Reading: Reading Pack Professional Practice 2.

Assessment: Exercise Completion of class exercises related to cultural issues Pass/Fail Assessment for this unit is ungraded - Pass or Fail.

**APC5109 GROUP PROCESS**

Locations: St Albans,

Pre-requisites: Admission to Master of Psychology course.

Descriptions: 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.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of the field of group dynamics;
- Demonstrate an awareness of how processes beyond awareness affect group functioning;
- Demonstrate a developing ability to explore group process;
- Demonstrate a working knowledge of theories of group development and dynamics.

Class Contact: One 90-minute seminar/study group per week for one semester.


Assessment: Journal Weekly journal record of the study group 30%
APCS111 INTRODUCTION TO CLINICAL PSYCHOPATHOLOGY AND NEUROPSYCHOLOGY

Locations: St Albans,
Pre-requisites: Admission to Master of Psychology course.
Descriptions: The history, social context and rationale of the concept of psychopathology and psychopathological classification will be presented. There will be a critical examination of the relevance of current commonly used psychological classifications (DSM-IV-TR and ICD-10) to clinical practice. Child and adult disorders according to DSM-IV-TR and the principles of developing a diagnostic formulation will be presented. The theoretical framework of clinical neuropsychology and basic aspects of its practice will be introduced. Neuropsychological syndromes, language and cognitive functioning are discussed from the brain-behaviour relationship framework of neuropsychology.

Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of key psychodynamic, family systems and cognitive theoretical concepts and theory;
• Demonstrate ability to understand, evaluate, synthesise and write about information from a range of sources, and perspectives;
• Demonstrate ability to conceptualise, plan, and report on case formulation and treatment planning from a cognitive behaviouristic perspective.
Class Contact: Two 90-minute seminars per week.
Required Reading: Cognitive neuroscience and neuropsychology, 2nd edn, Houghton Mifflin, Boston.

APCS112 CLINICAL THEORIES 1

Locations: St Albans,
Pre-requisites: Satisfactory completion of all Year 1, semester 1 units of study.
Descriptions: This unit of study will involve an introduction to, and discussion of, the main components, theories and concepts involved in three of the major therapeutic frameworks of neuropsychology. Cognitive neuroscience and neuropsychology, 2nd edn, Haughton Mifflin, Boston.

Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate appropriate progress on their research project - eg. commencement of data collection and statistical analysis.
Class Contact: Fortnightly individual supervision.
Required Reading: As advised by supervisor.
Assessment: Report Submission of research progress report Pass/Fail

APCS6101 RESEARCH PROJECT 3A

Locations: St Albans,
Pre-requisites: APCS6102 - RESEARCH PROJECT 2
Descriptions: Individual supervision will provide guidance on conducting clinical research and the literature in the students’ area of research.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate appropriate progress on their research project — eg. completion of data collection and statistical analysis.
Class Contact: Fortnightly individual supervision.
Required Reading: As advised by supervisor.
Assessment: Report Submission of research progress report Pass/Fail

APCS6102 RESEARCH PROJECT 4A

Locations: St Albans,
Pre-requisites: APCS6101 - RESEARCH PROJECT 3A
Descriptions: Individual supervision will provide guidance on conducting and writing up clinical research.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an ability to write up a report of their research project in the required format.
Class Contact: Individual supervision of one hour per fortnight for one semester and one one-hour workshop per fortnight.
Required Reading: As advised.
Assessment: Other One of the below mentioned options Pass/Fail The student will be required to submit their research in either traditional thesis form (15000 words) or as a literature review and a report in journal article format (approximately 15000 words in total).

APCS6103 RESEARCH PROJECT 3B

Locations: St Albans, Prerequisite
Pre-requisites:
Descriptions: Individual supervision will provide guidance on conducting clinical research and literature in the students’ area of research. If required, supervision will also provide guidance on the expansion of the project to meet doctoral requirements and resubmission of the amendments to Ethics Committees.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate appropriate progress on their research project — eg. commencement of data collection.
Class Contact: Fortnightly individual supervision.
Required Reading: As advised be supervisor.
Assessment: Report Submission of research progress report Pass/Fail Assessment for this unit of study is ungraded - Satisfactory or Unsatisfactory.

Assessment: One essay (Graded) 100%; Submission of CBT case formulation and treatment plan (Ungraded; Satisfactory/Unsatisfactory) EWL 2500 words.
APC6104 RESEARCH PROJECT 4B
Locations: St Albans,
Pre-requisites: APC6103 - RESEARCH PROJECT 3B
Descriptions: Individual supervision will provide guidance on conducting the clinical research and will address any practical problems that arise in regard to data collection.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate appropriate progress on their research project e.g. completion of data collection.
Class Contact: One one-hour individual supervision per fortnight and one 90-minute workshop per fortnight.
Required Reading: As advised by supervisor.
Assessment: Report Submission of research progress report Pass/Fail Assessment for this unit of study is ungraded - Satisfactory/Unsatisfactory.

APC6105 CLINICAL THEORIES 2
Locations: St Albans,
Pre-requisites: APC5112 - CLINICAL THEORIES 1
Descriptions: This unit comprises a study of theoretical concepts central to psychodynamic practice and a study of the phenomenology and theory of psychological disorders. The presentation of psychodynamic theory includes a focus on concepts such as transference and counter-transference, symptom and defence, resistance, interpretation and termination. This is complemented by a study of the phenomenology of anxiety, depression, psychosis, personality disorder and psychophysiological disorders, as well as suicidality, self-harm and aggression.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of core psychodynamic concepts relevant to psychotherapeutic practice;
• Use psychodynamic concepts to discuss phenomena in the therapeutic process;
• Demonstrate an understanding of the phenomenology of a range of clinical presentations;
• Discuss the conceptualisations of various disorders in the psychological literature, considering implications for practice.
Class Contact: Two 90-minute seminars per week.
Required Reading: Reading Pack Clinical Theories 2.
Assessment: Two seminar presentations (ungraded); Essay 100%.

APC6106 CLINICAL THEORIES 3
Locations: St Albans,
Pre-requisites: APC6105 - CLINICAL THEORIES 2
Descriptions: This unit involves presentation and discussion of varieties of family systems theory, and of therapy with families, couples and groups.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate an understanding of family systems theory, and of therapy with families, couples and groups;
• Demonstrate an understanding of the conceptualisation and effectiveness of psychological treatments with families, couples and groups;
• Demonstrate an ability to understand, evaluate and synthesise information from a range of sources and theoretical perspectives.
Class Contact: Two 90-minute seminars per week for one semester.
Required Reading: Reading Pack Clinical Theories 3.
Assessment: Essay One 3000 word essay 100% Total effective word limit 5000 words

APC6107 OBSERVATIONAL METHOD 2 - CHILDHOOD
Locations: St Albans,
Pre-requisites: APC5110 - OBSERVATIONAL METHOD 1
Descriptions: This unit of study will present theoretical frameworks for understanding the phases of childhood. The role of family processes in child development and the influence of peer relationships on that development will be examined. There will also be a consideration of how educational, community and cultural milieus facilitate development in childhood. Students will undertake observations of normal children at critical stages of development in non-clinical settings.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate a practical grasp of stages of normal child development;
• Demonstrate an ability to link observations with relevant conceptual frameworks;
• Demonstrate an understanding of the normal range of individual differences occurring at various key stages of development;
• Demonstrate an understanding of the relevance of peer group interaction at various stages of development;
• Demonstrate an understanding of the role of community institutions in fostering the cognitive, emotional and social development of children;
• Demonstrate an ability to apply observation skills in naturalistic settings.
Class Contact: Observations of children conducted during the semester.
Required Reading: Observational Method 2 Reading Pack.
Assessment: Class presentations of observations. Log book of observations and commentaries- 60% One essay - 40%. EWIL 2500 words.

APC6108 OBSERVATIONAL METHOD 3: ADOLESCENCE AND ADULTHOOD
Locations: St Albans,
Pre-requisites: APC6107 - OBSERVATIONAL METHOD 2 - CHILDHOOD
Descriptions: This unit of study will present theoretical frameworks for understanding the phases of adolescence and adulthood. The role of the peer group and the family in influencing adolescent development and the barriers and opportunities with educational community, media and occupational environments that are presented to adolescents will be discussed. Students will undertake observations of normal adolescents at critical stages of development in different settings - a public place and at school. Field observations of groups of older adults will be undertaken in a recreational setting (e.g. a retirement village function, senior citizens’ meeting, bowls clubhouse function) and also an observation in a special accommodation or a hospice situation.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate consolidation of observational skills with a range of stages in adolescence and adulthood;
- Discuss major relevant theoretical frameworks concerning physiological, cognitive, emotional, and social development during adolescence and adulthood and relate these to field observations;
- Demonstrate a practical grasp of the phases of normal adolescent and adult development and an appreciation of individual differences;
- Outline the main dimensions of adolescent and later adult life and link these to commonly identified phases of adolescence and adulthood;
- Demonstrate an understanding of the connections between the dimensions and phases of adolescence and later adult life and community functioning.

Class Contact: One one-hour seminar per week for one semester, observations of adolescents and older adults conducted during the semester.

Required Reading: Observational Method 3 Reading Pack.

Assessment: Presentation Class presentations of observations Pass/Fail

APC6109 CLINICAL EXPERIENCE AND PRACTICUM 3

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 1 units of study.

Description: 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/dischussions and observations of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
- Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
- Demonstrate developing skills in psychological intervention;
- Demonstrate skills in writing psychological reports at an increasingly professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Students will complete their second clinical field placement commenced in semester 1 and receive weekly supervision by the appointed placement supervisor. Fortnightly individual supervision and small and/or large group supervision will continue for clinical work in the Victoria University Psychology Clinic.


Assessment: Journal Weekly logbook and satisfactory reports from clinical supervisors (field supervisor, supervisor of VUPC work) Pass/Fail

APC6110 CLINICAL EXPERIENCE AND PRACTICUM 4

Locations: St Albans,

Pre-requisites: APC6109 - CLINICAL EXPERIENCE AND PRACTICUM 3

Description: Students will continue their second clinical field placement and their supervised work with clients referred to the Victoria University Psychology Clinic. Case presentations/discussions and observation of clinical assessments will provide further opportunity for extending clinical experience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
- Demonstrate developing skills in psychological assessment, integration of data, clinical formulation and decision-making;
- Demonstrate developing skills in psychological intervention;
- Demonstrate skills in writing psychological reports at an increasingly professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate an increasing understanding of the factors involved in working as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: One 2.5-hour workshop per week for one semester.

Required Reading: Reading Pack Clinical Psychology Skills 1.

Assessment: Report Submission of a report of a treatment plan and intervention using cognitive behavioural therapy Pass/Fail

APC6111 CLINICAL PSYCHOLOGY SKILLS 1

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 1 units of study.

Description: This unit of study will cover the range of cognitive behavioural therapy skills, with a focus on developments within the cognitive behavioural approach, and an understanding and developing advanced cognitive behavioural skills.

Credit Points: 6

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of cognitive behavioural theory and therapy, including of contemporary and advanced developments in the field and in practice;
- Demonstrate an ability to conceptualise, plan, enact and report on effective clinical psychology treatments using a cognitive behavioural approach;
- Demonstrate an understanding of the evidence-base of cognitive behavioural therapies, and of how this relates to treatment planning;
- Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.

Class Contact: One 2.5-hour workshop per week for one semester.

Required Reading: Reading Pack Clinical Psychology Skills 1.

Assessment: Report Submission of a report of a treatment plan and intervention using cognitive behavioural therapy Pass/Fail
APC6112 CLINICAL PSYCHOLOGY SKILLS 2
Locations: St Albans,
Pre-requisites: APC6111 - CLINICAL PSYCHOLOGY SKILLS 1
Descriptions: This unit of study focuses on and integrates the key clinical psychology skills. It covers the clinical psychology process from referral, assessment, diagnosis, formulation, treatment planning and decision-making, treatment, ongoing monitoring and evaluation of treatment, and issues to do with concluding the therapy process. Clinical decision-making (especially in relation to intervention goals) through the integration of interpretations of observation, test and interview data will be covered. There will also be a focus on various aspects of assessment and interventions in different settings. Key concepts and principles within clinical psychology practice will be reviewed and extended.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an understanding of the key principles and processes within the clinical psychology process;
• Demonstrate an ability to conceptualise, plan and enact effective clinical psychology treatments, from the initial stage of client contact to the conclusion of the psychological treatment;
• Demonstrate an understanding of, and ability to use and to report on, the skills used in providing clinical psychology services;
• Demonstrate an ability to understand, evaluate and synthesise information from a range of sources.
Class Contact: One 2.5-hour workshop per week.
Required Reading: Reading Pack Clinical Psychology Skills 3.
Assessment: Report Submission of a written report of a therapeutic intervention Pass/Fail

APC6113 PROFESSIONAL PRACTICE ISSUES 3
Locations: St Albans,
Pre-requisites: APC5108 - PROFESSIONAL PRACTICE ISSUES 2
Descriptions: This unit of study involves an examination of teams and of team work, including in clinical settings. Types of teams, and their functioning and success are explored. The unit covers the benefits and drawbacks of multidisciplinary teams and their effectiveness; leadership; and processes and interactions in teams. The unit aims to equip class members with increased knowledge, skills and confidence to assist them to function well in the workplace teams that they will work in both during and at the completion of their training as clinical psychologists. In addition to the content on team membership and functioning covered in this unit, the unit involves each member experiencing being a member of a team on a specific, time-limited task.
Credit Points: 6
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Explore the various types of teams that clinical psychologists work in, including multidisciplinary, transdisciplinary, and other types of teams;
• Examine the roles clinical psychologists can play in teams;
• Explore the challenges and opportunities faced by clinical psychologists in multidisciplinary, transdisciplinary, and other teams;
• Explore issues of team functioning and ways in which team functioning can be enhanced;
• Explore issues to do with providing effective leadership of teams, and of working effectively with team leaders;
• Experience working as a team member, and to reflect on this experience.
Class Contact: One one-hour seminar per fortnight for one semester.

APC6114 PROFESSIONAL PRACTICE ISSUES 4
Locations: St Albans,
Pre-requisites: APC6113 - PROFESSIONAL PRACTICE ISSUES 3
Descriptions: 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.
Credit Points: 6
Learning Outcomes: To be advised.
Class Contact: One hour per fortnight for one semester.
Required Reading: Reading Pack Professional Practice Issues 4.
Assessment: Presentation Class presentation Pass/Fail

APC7101 RESEARCH PROJECT 5
Locations: St Albans,
Pre-requisites: APC6104 - RESEARCH PROJECT 4B
Descriptions: Students will receive individual supervision for this stage of their research project.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate appropriate progress of their research project eg. completion of statistical analysis of data, commencement of writing up of thesis in required format.
Class Contact: Fortnightly individual supervision.
Required Reading: As advised by supervisor.
Assessment: Report Submission of research progress report Pass/Fail

APC7102 RESEARCH PROJECT 6
Locations: St Albans,
Pre-requisites: APC7101 - RESEARCH PROJECT 5
Descriptions: The content in this unit of study is that which is appropriate to the topic of each individual student’s thesis.
Credit Points: 24
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an ability to write up a report of their research project in the required thesis format.
Class Contact: Fortnightly individual supervision.
Required Reading: To be advised.
Assessment: Thesis Submission of a thesis of 40,000 words. Pass/Fail The thesis will be examined by two suitably qualified external examiners.
APC7103 CLINICAL EXPERIENCE AND PRACTICUM 5

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 2 units of study.

Descriptions: Advanced supervised intern experience in a clinical setting beyond the university. The student will be expected to work across a range of clinical psychology activities, including assessment and intervention in general and specialised areas. Students will continue with a clinical case load in the Victoria University Psychology Clinic and receive individual and group supervision for that work.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
- Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making;
- Demonstrate further development of skills in psychological intervention;
- Demonstrate skills in writing psychological reports at an increasingly professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate an increasing capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Two hours per week of small or large group supervision, one hour per fortnight of individual supervision, and two hours of face-to-face VUPC client contact per week (on average).

Required Reading: To be advised.

Assessment: Journal Weekly log book and end of placement report from the field supervisor Pass/Fail

APC7104 CLINICAL PRACTICUM 6

Locations: St Albans,

Pre-requisites: Satisfactory completion of all previous Clinic Experience and Practicum units of study.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an appropriate professional stance in relation to clients across a range of ages and circumstances;
- Demonstrate advanced skills in psychological assessment, integration of data, clinical formulation and decision-making;
- Demonstrate further development of skills in psychological intervention;
- Demonstrate an ability to write psychological reports at a professional level;
- Demonstrate a capacity to use supervision effectively;
- Demonstrate skills in oral case presentation and in clinical discussion;
- Demonstrate a capacity to work independently as a clinical psychologist in a multidisciplinary clinical setting.

Class Contact: Two hours per week of small or large group supervision; one hour per fortnight of individual supervision and two hours of face-to-face VUPC client contact per week (on average).

Required Reading: To be advised.

Assessment: Journal Weekly log book and end of placement report from the field supervisor Pass/Fail

APC7105 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 1

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 2 units of study.

Descriptions: A range of contemporary issues, including: emergent entities such as chronic fatigue syndrome; the role of the MAPI I neuropsychological work; cross-cultural clinical neuropsychology - status and challenges.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Reading pack for Advanced Clinical Neuropsychology Theory and Practice 1.

Assessment: Research Paper Seminar paper 20%

APC7106 ADVANCED CLINICAL NEUROPSYCHOLOGY THEORY AND PRACTICE 2

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 3 Semester 1 units of study.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Reading Pack for Advanced Clinical Neuropsychology Theory and Practice 2.

Assessment: Research Paper Seminar paper 20%

APC7107 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 1

Locations: St Albans,

Pre-requisites: Satisfactory completion of all Year 2 units of study.

Descriptions: This unit of study is designed to provide students with an opportunity to explore critically at an advanced level, research and theoretical issues relating to practice in clinical psychology. The specific focus is on further understanding of modes of therapy, comparative theoretical approaches and critical appraisal of available methodologies for empirical investigation. There is also an emphasis on particular aspects of clinical practice including the processes of change and resistance as they emerge in the course of therapy.

Credit Points: 12
**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate an ability to undertake critical appraisal of evidence-based intervention in clinical psychology practice;
- Demonstrate advanced knowledge of theoretical concepts associated with therapeutic models;
- Demonstrate further understanding of and familiarity with various modes of therapy.

**Class Contact:** One 90-minute seminar per week for one semester.

**Required Reading:** Reading Pack for Advanced Clinical Psychology Theory and Practice 1.

**Assessment:** Presentation Class presentation Pass/Fail

**APC7108 ADVANCED CLINICAL PSYCHOLOGY THEORY AND PRACTICE 2**

**Locations:** St Albans,

**Pre-requisites:** Satisfactory completion of all Year 3 semester 1 units of study.

**Descriptions:** This unit of study will explore the usefulness of clinical psychology in various sectors of the health care system. Theoretical understanding of psychosomatic process will provide a basis from which to consider clinical psychology in general health settings. In-depth discussions of theoretical frameworks and therapeutic processes will allow for enhancement of students' clinical skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the application of clinical psychology within general health settings;
- Demonstrate an ability to apply clinical skills in various modes of therapy;
- Demonstrate an understanding of the principles of supervision in clinical psychology.

**Class Contact:** One 90-minute seminar per week for one semester.

**Required Reading:** Reading Pack for Advanced Clinical Psychology Theory and Practice 2.

**Assessment:** Project Conduct and report on a clinical intervention Pass/Fail

**APH4012 RESEARCH THESIS**

**Locations:** St Albans,

**Pre-requisites:** Admission into Honours in Psychology or Graduate Diploma in Psychology.

**Descriptions:** This unit of study is designed to provide students with experience in planning, conducting and reporting a research project. The broad aim is to promote the development of the student as an independent researcher. The area of content is expected to reflect the student’s and staff member’s area of interest. Students will design and carry out an independent investigation and report their findings in a thesis or research report of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit and APH4015 Extended Research Thesis. The time allocation of this unit for a full-time student should reflect one half of the total course time during the semester.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify the diverse forms of employment for the profession;
- Outline various functions, roles and duties performed by psychologists;
- Discuss the ethical and professional conduct required by them in their professional career;
- Discuss the importance of supervision throughout their professional career in particular during the first few years of their professional careers.

**Class Contact:** One hour per week for 12 weeks or two hours per week for six weeks.


**Assessment:** Presentation Group presentation based on field exercise 40% EWL 1500 words
APH4015 EXTENDED RESEARCH THESIS

Locations: St Albans,

Pre-requisites: Admission to Honours in Psychology or Graduate Diploma in Psychology.

Descriptions: 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 members area of interest. Students will design and carry out an independent investigation and report their findings in a thesis of 8,000 to 12,000 words. The thesis is a compulsory component completed over two semesters via enrolment in this unit of study and APH4010 Research Thesis. The time allocation of this unit of study for a full-time student should reflect two-thirds of the total course time during the semester.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
• Gather and analyse data using relevant quantitative or qualitative techniques;
• Report and discuss the findings in the context of the literature review;
• Critically evaluate the research methodology and findings;
• Present the research in a formal thesis or research report normally between 8,000 and 12,000 words.

Class Contact: No scheduled classes.

Required Reading: To be advised by lecturer.

Assessment: Research thesis of approximately 8,000 to 12,000 words. Thesis independent research 100%

APH4020 READING SEMINAR AND THEORETICAL ESSAY A

Locations: St Albans,

Pre-requisites: Admission to Honours in Psychology or Graduate Diploma in Psychology.

Descriptions: 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.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
• Understand a range of human rights instruments that have been ratified by the United Nations;
• Understand the links between human rights violations and adverse health outcomes;
• Understand how to apply a human rights framework in the analysis of health risk factors;
• Apply an increased awareness of avenues for health promotion and prevention related to the protection and enjoyment of human rights.

Class Contact: Two hours per fortnight.

Required Reading: To be advised by lecturer.

Assessment: Theoretical essay 100%.

APH4025 SOCIAL RESEARCH METHODS IN CONTEXT - QUANTITATIVE

Locations: Footscray Park,

Pre-requisites: Entry to Honours in Psychology or Graduate Diploma of Applied Psychology.

Descriptions: On completion of this unit of study, students will be able to:
• 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

Locations: Footscray Park,

Pre-requisites: Entry to Honours in Psychology or Graduate Diploma of Applied Psychology.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• 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;
• 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.
On successful completion of this unit, students will be able to:

1. Demonstrate understanding of the aspects of research, philosophical and theoretical issues in social science;
2. Appreciate and show familiarity with the range of quantitative methods that may be used in social research;
3. Demonstrate understanding of quantitative methods including design, data analysis and presentation;
4. Explain the potential uses of quantitative methods;
5. Recognise appropriate applications of analysis of variance and multiple regression procedures;
6. Use data analysis using difference of means test (t-tests), analysis of variance and regression techniques;
7. Demonstrate understanding of the ethical issues associated with the use of quantitative methods.

Class Contact: Two hours per week.


Assessment: To be advised.
**APH4050 CURRENT ISSUES IN PSYCHOLOGY A**

**Locations:** St Albans,

**Pre-requisites:** Admission to a graduate program in the School of Psychology.

**Descriptions:** To be determined on a year-by-year basis by the staff concerned.

This unit of study will develop students’ knowledge and conceptual abilities in an area of psychology. The content of the unit of study will include current issues in a designated field, consistent with staff expertise and availability.

**Credit Points:** 12

**Learning Outcomes:**
- Demonstrate an understanding of, and be able to discuss, theoretical, conceptual and methodological considerations in the chosen topic area.

**Class Contact:** Two hours per week for one semester comprising lectures and seminar classes.

**Required Reading:** To be advised by lecturer.

**Assessment:**
- Practical assignment 50%;
- Essay 50%.

**APH4061 PRINCIPLES AND PRACTICE OF COGNITIVE BEHAVIOUR**

**Locations:** Footscray Park, City Flinders, St Albans,

**Pre-requisites:** Admission to a graduate program in the School of Psychology.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Understand the principles that underpin CBT interventions;
- Conceptualise client issues from a CBT perspective;
- Apply skills associated with working in a CBT framework;
- Identify a range of professional literature that examines CBT practices.

**Class Contact:** Two hours per week for one semester comprising lectures and practical classes.

**Required Reading:** To be advised by lecturer.

**Assessment:**
- Practical assignment 50%;
- Essay 50%.

**APH4065 READING SEMINAR AND THEORETICAL ESSAY B**

**Locations:** St Albans,

**Pre-requisites:** Admission to Honours in Psychology or Graduate Diploma in Psychology.

**Descriptions:** 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 a 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 is covered.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** To be advised.

**Required Reading:** To be advised.

**Assessment:**
- Theoretical essay 100%.

**APH4070 PROFESSIONAL ORIENTATION (CASEWORK)**

**Locations:** St Albans,

**Pre-requisites:** Admission to Honours in Psychology, Graduate Diploma in Psychology.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Demonstrate an increased awareness of supervision throughout their professional career in particular throughout the first few years of starting their professional careers;
- Understand the diverse nature of the profession;
- Identify the various functions, roles and duties performed by psychologists;
- Understand the ethical and professional conduct required by them in their professional careers;
- Demonstrate assessment protocols and formal assessment processes.

**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).

**APH4071 PROFESSIONAL ORIENTATION (PSYCHOLOGICAL ASSESSMENT)**

**Locations:** Footscray Park, St Albans,

**Pre-requisites:** Admission to Honours in Psychology, Graduate Diploma in Psychology.

**Descriptions:** This unit of study is a compulsory component which is designed to develop students understanding of the principles and practice of psychological assessment. Topics will include the assessment interview, formal assessment techniques, principles of report-writing and the significance of the interpersonal and socio-cultural context in which assessment takes place. One structured cognitive assessment technique (eg WAIS or WISC) will be selected for more detailed study.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:
- On successful completion of this unit, students will be able to:
  - Show an understanding of the purpose of assessment and how it is used in a variety of settings;
  - Demonstrate an understanding of the interview and its role in a range of assessment settings;
  - Demonstrate a foundational knowledge of assessment protocols and formal assessment processes;
  - Administer one structured cognitive assessment (eg WAIS or WISC);
• Write a report on the administration of a cognitive assessment;
• Discuss the significance of interpersonal process and socio-cultural context in assessment.

Class Contact: Two hours per week.


Assessment: Examination Two computer-based SPSS exams (50% each) 100% EWL 3000 words

APM5001 FOUNDATIONS OF COMMUNITY PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: Admission to the Master of Applied Psychology, or consent of the Co-ordinator.

Descriptions: This unit of study will include: history of community psychology; development of community mental health; community psychology in Australia and New Zealand; deinstitutionalisation and community delivery of services; psychology’s role in use of knowledge for social justice. Philosophical underpinnings: ‘medical’ model of service delivery; power relationships; cultural relativism; blaming the victim; community control of services. Levels of analysis: levels of prevention; prevention strategies; skills and competencies; deficit models versus competencies; psychological sense of community.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Seminar paper 40%; Essay 60%. (Subject to change).

APM5003 QUALITATIVE RESEARCH METHODS

Locations: Footscray Park,

Pre-requisites: Admission to the Master of Applied Psychology or consent of Co-ordinator.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, 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 intrusive 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.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Qualitative research proposal 50%; Seminar presentation 25%; Meta-evaluation (2000 words) 25%. (Subject to change).

APM5005 CURRENT ISSUES IN SPORT PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: Admission to the Master of Applied Psychology, or consent of Co-ordinator.

Descriptions: This unit of study will include: psychological characteristics and sport behaviour: personality and sports involvement; personality and sports performance. Anxiety and sport behaviour: anxiety, arousal and stress; causes of anxiety; consequences of anxiety; anxiety and performance. Motivation in sport: participation motivation; achievement orientations; intrinsic and extrinsic motivation. Special groups in sport: group dynamics and social influence; cohesion-performance relationships; social influence process; leadership in sport.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment 50%; Examination 50%. (Subject to change).

APM5008 APPLIED SPORT AND EXERCISE PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: APM5005 - CURRENT ISSUES IN SPORT PSYCHOLOGY

Descriptions: 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 athletes/exercisers skills and strategies; self-confidence; motivation/goal-setting; stress management; self-talk and thoughts; imagery; concentration and attention; competition/situation planning; core non-performance psychological skills, concerns and strategies for athletes and exercisers; personal self-esteem; interpersonal conflicts; eating disorders; substance abuse; psychological recovery from injuries; career termination/planning; crisis management/intervention. Future directions in applied sport and exercise; psychological research and practice; future service directions; future research directions.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay/presentation (selecting a topic within performance/non-performance psychological skills/varieties, 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

Locations: Footscray Park,

Pre-requisites: Admission to Master of Applied Psychology.

Descriptions: 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 Practice 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.

Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: Three hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Journal 50%; Class presentation 50%.

APM5013 QUANTITATIVE RESEARCH METHODS

Locations: Footscray Park,
Pre-requisites: APM5003 - QUALITATIVE RESEARCH METHODS

Descriptions: This unit of study includes: statistics review; inferential statistics; parametric and non-parametric statistics; univariate and multivariate statistics; repeated measures and independent groups; regression and multiple regression; LISREL and path analysis. Interpretation and presentation of data. Examination of published research papers; papers selected from relevant disciplines; critical analysis of research argument, hypotheses, methods, analysis, interpretation and conclusions; illustration of journal referee process; the social responsibility of researchers.

Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Research proposal 75%; Evaluation of journal article 25%. (Subject to change).

APM5015 COMMUNITY DEVELOPMENT SKILLS

Locations: Footscray Park,
Pre-requisites: Admission to the Master of Applied Psychology or consent of the Co-ordinator.

Descriptions: This unit of study will include: history and theory; history of community development in Australia; relationships between community development and community psychology. Roles in community groups; membership issues and problem 'ownership'; the nature of power in community groups. Funding sources and grant writing; means of discovering sources of funds; appropriate strategies for applying; financial management responsibilities; lobbying and information transfer; identification of key lobby strategies; identifying key lobby targets; structure of the argument; use of the media; community development plans. Training community groups; identification of training needs; delivery of information in appropriate means; learning from community members; training as an empowering activity.

Credit Points: 12
Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Community development plan 50%; Training workshop plan 50%. (Subject to change).

APM5017 PSYCHOLOGICAL PRACTICE 2

Locations: Footscray Park,
Pre-requisites: APM5009 - PSYCHOLOGICAL PRACTICE 1

Descriptions: This unit of study focuses on approaches to the assessment of client characteristics and the implications of this assessment for the selection of appropriate interventions. The generic features of assessing the status of individuals, groups and larger social systems are emphasised. Models of psychological health and normality used to diagnose the client system are explored as the basis for professional judgement. Tests, measures and other indicators of client characteristics are examined as means to specifying, confirming and/or modifying the initial assessment of the client's needs. The validity, reliability and utility of these different measures are scrutinised. Consent, interpretation and reporting practices are emphasised.

Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: Three hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Essay 50%; Field report 50%.

APM5021 PRACTICUM 1

Locations: Footscray Park,
Pre-requisites: APM5009 - PSYCHOLOGICAL PRACTICE 1

Admission to the Master of Applied Psychology or consent of the Co-ordinator.

Descriptions: This unit of study will include: translation of classroom content to the applied setting; legal and ethical issues in the practice of professional psychology; competing roles and priority setting in the professional agency; developing one's 'place' as a professional psychologist; troubleshooting problems in the professional psychology setting.

Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.
Required Reading: To be advised by lecturer.
Assessment: Journal Logbook Pass/Fail Assessment will be satisfactory or non-satisfactory.

APM6002 COMMUNITY PSYCHOLOGY INTERVENTIONS

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study will include: levels of analysis; intrapsychic interpretations; family and small groups; organisational level issues; broad community contexts. Prevention strategies; primary prevention programs; secondary prevention strategies; tertiary prevention strategies; individual level interventions; psychiatric therapy, drugs, etc; clinical and counselling psychology; skills training;
small group interventions; family therapy approaches; educational approaches in groups; social support groups and networks; roles of psychologists in support groups. Larger group interventions; group structure and redesign; community development strategies; social policy and program implementation and evaluation. Selection of interventions; multiple levels of intervention; selecting the greatest impact of unintended consequences; iatrogenic effects.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Three intervention plans 100%. (Subject to change).

APM6003 PROFESSIONAL PRACTICE IN APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study includes: professional practice in applied sport psychology; the nature of the profession; defining a profession, criteria for a profession; sport psychology: a profession?; certifying sport psychology professionals. Designing psychological skills training programs and interventions; acting as a psychosocial change agent; interventions; conducting psychological skills intervention research and evaluations. Effective consultants and consulting; characteristics of effective versus ineffective sport psychology consultants; presentation skills and formats; role-playing and observational learning experiences. The special case of coach education. Working with teams in sport psychology. Overcoming common sport psychological consulting problems; lack of client adherence; making referrals; dealing with unco-operative clients.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Presentation Quality of class-seminar presentations and participation 20% Subject to change

APM6008 PSYCHOLOGICAL PRACTICE 3

Locations: Footscray Park,

Pre-requisites: APM5017 - PSYCHOLOGICAL PRACTICE 2

Descriptions: Theories of psychological change and therapy will be studied along with their empirical evaluation based on research, in particular, outcome studies. However, the major focus will be on developing interviewing and counselling skills for working one-to-one. This skill development aspect of the unit will draw on the large body of process research. Students will have the opportunity to learn specific therapeutic techniques and when and where to apply those techniques.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay 50%; Video tape and report 50%.

APM6021 PRACTICUM 2

Locations: Footscray Park,

Pre-requisites: APM5021 - PRACTICUM 1 or consent of Co-ordinator.

Descriptions: This unit of study is designed to provide students with field experience in a specialist setting. Class content will include: ethical and legal issues relating to specialist practice; translation of theories to the specialist applied setting; troubleshooting practical problems arising on placement; and determining the appropriate use of specialist and generalist skills.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester, plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Report Logbook, placement report and supervisor’s report Pass/Fail Assessment will be Satisfactory or Non-satisfactory.

APM6030 THESIS RESEARCH

Locations: Footscray Park,

Pre-requisites:

Descriptions: This unit of study is designed to provide students with experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6035 PSYCHOLOGY OF HEALTH

Locations: Footscray Park,

Pre-requisites: Admission to the Graduate Diploma in Psychology or Honours in Psychology or Master of Applied Psychology.

Descriptions: This unit of study will include: The field of health psychology; historical and conceptual perspectives; models of health care; medical and psychological ethics; politics of health. The relationship between mind and body: dualism versus monism: interaction of psychological and physical aspects in pain and stress. Adaptation to illness/injury; psychosocial aspects of chronic illness; critical evaluation of personality: health literature; social nature illness; pain management. Practitioner-patient communication; dynamics of receiving and providing health care; the role of communication in care; women as patients. The health system; community and institutional care; health maintenance; lifestyles; prevention issues; health education. Substance abuse; addiction, bio-psychosocial perspective; alcohol use; abuse of prescription drugs.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hour seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Presentation 30%; Paper 70%. (Subject to change).
APM6040 PSYCHOLOGICAL PRACTICE 4C

Locations: Footscray Park,

Pre-requisites: APM6008 - PSYCHOLOGICAL PRACTICE 3

Descriptions: This unit of study will include: Participant-observer; evaluator; consultant, researcher, change agent; planner-designer; networker, trainer, negotiator, facilitator; intervener. Exploring settings: community service agency, public sector bureaucracies; policy-making bodies, community-based groups and collectives; education and information services, industry, health service, targeted services eg. women's health. Negotiating a learning contract: specialist skills training, agency visits, interviews with practising community psychologists and consumers; production of a piece of work for specific audiences. Formulation of a professional practice plan.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Seminar participation and presentation 30%; Tasks negotiated in learning contract 50%; Professional practice plan including self-evaluation and aims for continuing education and professional practice 20%. (Subject to change).

APM6045 PSYCHOLOGICAL PRACTICE 4S

Locations: Footscray Park,

Pre-requisites: APM6008 - PSYCHOLOGICAL PRACTICE 3

Descriptions: This unit of study will include: ethics in applied sport psychology; training and certification standards, boundaries of practice, consulting ethics. Professional practice issues; getting started, initiating a practice; charging for services/billing clients. Issues in applied sport psychology consulting, evaluating psychological skills training programs, developing strategies for gaining entry; enhancing client adherence. Self-evaluation and planning; identifying personal strengths and weaknesses as a consultant; strategies for developing consulting skills; targeting your audience; formulation of personal professional practice plan.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Seminar participation and presentation 30%; Essay on professional ethics in sport psychology 30%; Personal professional practice plan, including aims and goals statements, comprehensive professional practice plan, and self-evaluation 40%. (Subject to change).

APM6050 PRACTICUM 3

Locations: Footscray Park,

Pre-requisites: APM5021 - PRACTICUM 1 or consent of Co-ordinator.

Descriptions: This unit of study will provide students with extended knowledge of specialist psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. As well, it is designed to integrate academic learning with professional applications. Work will be carried out on tasks and activities negotiated with the placement supervisor and approved by university staff.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One hour per week for one semester (or equivalent), plus 40 days minimum on placement, with weekly supervision by an appointed placement supervisor.

Required Reading: To be advised by lecturer/supervisor.


APM6060 PSYCHOLOGY OF COMMUNITY HEALTH

Locations: Footscray Park,

Pre-requisites: APM6035 - PSYCHOLOGY OF HEALTH Either of the above two units.

Descriptions: This unit of study is designed to apply theories and principles of health and community psychology to real-world settings. Special emphasis will be given to social health issues impacting on the western region of Melbourne. The focus will be on community-based strategies such as self-help, consumer participation and illness prevention, and social policy initiatives in health promotion and public administration contexts. Relevant roles and skills for applied psychologists, such as group facilitation and training, networking and advocacy, consultation, submission writing, program implementation and evaluation will be developed by involvement in group and individual projects.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer/supervisor.

Assessment: Minor project 30%; Major project including proposal, final report and project evaluation 70%.

APM6070 EXTENDED THESIS RESEARCH

Locations: Footscray Park,

Pre-requisites: APM6030 - THESIS RESEARCH

Descriptions: This unit of study is a continuation of the same project undertaken in APM6030 Thesis Research. In this particular unit of study however, students are expected to devote proportionately more of their study time to completing their research project than during other semesters. The unit of study is designed to provide students with the experience in planning, conducting, analysing and reporting a major research project in their area of interest. The thesis will be of the same quality as a Master degree by research, but the scope of the research will be smaller.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Monthly one-hour class plus individual supervision.

Required Reading: Students will be directed to current journal articles in the relevant areas.

Assessment: Thesis 100%. All theses will be assessed by two independent markers.

APM6075 PRACTICUM 4

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of Practicum 1, 2 and 3.

Descriptions: Students will undertake a field placement of approximately 500 hours over two semesters. They will be supervised on placement by an external supervisor on a weekly basis (at least). Students will fully participate in the agreed activities within the agency where they are placed and work to meet agreed-upon objectives. The objectives will be determined in consultation with field supervisor and
university liaison person. Students will submit all required paperwork determined by the Psychologists' Registration Board of Victoria, the Australian Psychological Society and the Department of Psychology. They will also submit a minimum of four psychology reports over two semesters. Students must complete all requirements for satisfactory progress.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One two-hour class, once a fortnight for two semesters.

Required Reading: No additional text will be set. Students will already have a copy of the field placement handbook used in earlier field placements. Additional reading will be set on supervision and making the most of supervision.

Assessment: Students will submit a placement report and at least four psychological reports over the two semesters.

APM6076 ADVANCED READING UNIT B

Locations: Footscray Park,

Pre-requisites: APM6080 - ADVANCED READING UNIT

Descriptions: 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 an integration of materials, interpretations of events and application of appropriate interventions.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply in-depth knowledge to key aspects of their core area;

• Analyse and apply new knowledge;

• Use case studies and other methods in order to convey to an audience the importance, impacts and interventions in area of applied psychology.

Class Contact: One two-hour class per fortnight.

Required Reading: Required readings will be advised by lecturers. These will depend upon the students' core area and the specific theoretical area being explored.

Assessment: Presentation on problem in area of applied psychology 40%; Essay on a second problem area 60%.

APM6080 ADVANCED READING UNIT

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of course work requirements for Master of Applied Psychology (Community, Sport or Health).

Descriptions: Students will review core knowledge and competencies in health psychology and their applied area, either community or sport. They will read and critique the required reading provided by the teaching staff. The nature of evidence will be reviewed. Evidenced-based practice in applied psychology and the use of both outcome and process data will be studied. Case studies will be presented and analysed against evidence-based criteria. Selected problems will be studied in-depth. The nature of the applied problems will be defined by the available teaching staff and student interests. For example, a topic might be depression or demoralisation in physical illness. The range of topics will ensure consideration of ethical issues and values, including cultural diversity.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One two-hour class once a fortnight during semester.

Required Reading: This unit will be based around recent publications in refereed journals and selected for quality and relevance by the lecturer. No text will be set.

Assessment: Students will present either individually or in small groups an applied problem, in applied psychology. This presentation will be to the class and invited external professionals or lay people working in a related area. Students will focus on intervention and evaluating the evidence-base for any proposed intervention. Students will also submit an essay or report on a second problem of their own choosing. The report may include issues related to quality assurance mechanisms and setting benchmarks in applied psychology practice.

APM6085 PRACTICUM 5

Locations: Footscray Park,

Pre-requisites: APM6075 - PRACTICUM 4

Descriptions: Students will undertake approximately 250 hours of field placements in professional settings. The unit is experientially based, with discussion of ethical, practical and organisational issues covered.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the constraints, pressures and satisfactions which psychologists experience in their everyday work;

• Perform as an independent professional.

Class Contact: Individual supervision - one hour per day for two days of placement. One two-hour class per fortnight.

Required Reading: Nil.


APM6090 DOCTORAL THESIS (RESEARCH)

Locations: Footscray Park,

Pre-requisites: APM6070 - EXTENDED THESIS RESEARCH

Descriptions: At the doctoral level, this unit of study provides students with the experience of completing the writing of a thesis reporting an applied psychology research study. The thesis will normally be 40,000 - 60,000 words in length. It will involve development of theory, data collection and analysis, or a further study beyond the project required for the Master of Applied Psychology. Completion of this unit marks the completion of the research strand of the Doctor of Applied Psychology.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Plan a major research project;

• Execute data gathering, analysis and interpretation;

• Apply independent research skills.

Class Contact: Individual supervision - Three one-hour seminars per semester.

Required Reading: Nil.

Assessment: Thesis (40,000 - 60,000 words) 100%. The thesis will be marked by at least two external examiners.

APP1012 PSYCHOLOGY 1A

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: The aim of this unit of study is to provide students with an introduction to several key discipline areas in the field of psychology, thus establishing a solid
basis for further, more in-depth study in subsequent years. This unit covers topics including the research enterprise in psychology; sleep; personality; memory; language and cognition; health and stress; psychological disorders; and the history of psychology. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate understanding of current issues in psychology and how theories within the topic areas covered have evolved over time;
• Demonstrate understanding of the basic principles of methodologies employed in psychological research;
• Critically evaluate research literature relating to the topic areas covered;
• Perform an independent literature search using online databases;
• Produce essays written in formal academic style and conforming to APA formatting conventions.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.


Assessment: Examination Semester examination 50% There is a hurdle requirement that students attend at least 80% of the seminar classes.

APP1013 PSYCHOLOGY 1B

Locations: Footscray Park, St Albans,

Pre-requisites: APP1012 - PSYCHOLOGY 1A

Descriptions: The aim of this unit of study is to build upon Psychology 1A by introducing students to further key discipline areas within the field of psychology, as well as topics in applied psychology. This unit covers topics including neuropsychology; perception; motivation and emotion; intelligence and learning; wellness and critical issues; the psychology of addiction; risk-taking behaviour and gambling; and interpersonal relationships. Weekly seminar classes involving activities and discussion of research papers complement the lecture series by focusing on specific topics and special applications of research and knowledge in psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand current issues in psychology and how theories within the topic areas covered have evolved over time;
• Understand the basic principles of methodologies employed in psychological research;
• Apply knowledge of research methodologies to a specific research topic;
• Critically evaluate research literature relating to the topic areas covered;
• Perform an independent literature search using online databases;
• Produce a laboratory report written in formal academic style and conforming to APA formatting conventions.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar class.


Assessment: Examination Semester examination 50% There is a hurdle requirement that students attend at least 80% of the seminar classes.

APP1014 INTERPERSONAL SKILLS

Locations: St Albans,

Pre-requisites: Nil - APP1014 is only available to students studying BPsych (I&O).

Descriptions: This unit of study will develop students’ understanding of the nature and importance of interpersonal skills in their communication with others. Topics include: self awareness and personal interests, social perception, values, attitudes, cultural awareness, introduction to active listening skills and observation skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand interpersonal skills necessary for effective communication;
• Explore practical approaches to communication;
• Demonstrate active communication skills;
• Link written evaluation of communication theories to practice;
• Demonstrate presentation skills.

Class Contact: Two-hour seminar per week.

Required Reading: To be advised by lecturer.

Assessment: Reflective journals, seminar participation, essay.

APP1015 ORGANISATIONAL SKILLS 1

Locations: St Albans,

Pre-requisites: APP1014 - INTERPERSONAL SKILLSAPP1015 is available to students studying BPsych (I&O).

Descriptions: 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. These topics will be reviewed from a psychological perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Discuss and analyse knowledge about organisational processes;
• Identify basic organisational skills;
• Reflect upon learning experiences and practice of basic organisational skills;
• Write about experiences in a reflective journal.

Class Contact: One two-hour seminar per week.


Assessment: Reflective journal (approx 300 words) 50%; Essay (1800-2000 words) 50%.
APP1016 FOUNDATIONS OF PSYCHOLOGICAL RESEARCH

Locations: Footscray Park, St Albans,

Pre-requisites: Nil.

Descriptions: This unit will use the examination of key historical psychology research studies to help develop academic skills and knowledge (including essay writing and on-line searching); while working on some new skills related to spoken communication in an academic context and understanding basic research design.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate satisfactory research and essay writing skills;
- Source relevant psychology academic articles and other material through online search;
- Demonstrate good spoken-communication skills for academic purposes;
- Present (to a group of fellow students) evidence-based and relevant material about a key historical psychological study and its legacy, making use of a PowerPoint presentation;
- Discuss how psychologists design studies to explore particular questions;
- Demonstrate knowledge about key studies that have shaped both the discipline and profession of psychology and understand how they have had an impact on subsequent developments in understanding human behaviour.

Class Contact: Two-hour seminar per week for 12 weeks.

Required Reading: Hock, RR 2009, Forty studies that changed psychology, 6th edn, Pearson Prentice Hall, New Jersey.

Assessment: Performance Group project involving research of an historical psychological study & its impact on the discipline, then give a PowerPoint presentation 20% Total EWL 3000 words

APP1021 DEVELOPMENT PSYCHOLOGY

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Thirty-two hours.


Assessment: Examination 50%; Written assignment 50%.

APP2013 PSYCHOLOGY 2A

Locations: Footscray Park, St Albans,

Pre-requisites: APP1012 - PSYCHOLOGY 1A

Descriptions: This unit of study consists of two components. It provides students with an introduction to intercultural psychology and further training in research methods. The aim of the intercultural lectures and labs is to develop a critical awareness of and appreciation for cultural, social and psychological diversity. The research methods component of the unit will provide students with further training in both quantitative and qualitative research methods. Students will continue to develop an understanding of techniques of data collection, data entry, data analysis, the SPSS statistical program and report writing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Facilitate awareness of psychological perspectives of cultural and social diversity;
- Relate the activities and concepts of particular schools of psychology to broader historical factors, and consider their relative merits and limitations;
- Further develop knowledge regarding both quantitative and qualitative research methodologies;
- Apply cultural awareness when undertaking a research project.

Class Contact: 2x1 hour lecture and 1 hour laboratory class

Required Reading: To be advised by lecturer.

Assessment: Two end-of-semester examinations 50%, Written assignments 50%. There is a requirement that students attend 80% of laboratory classes.

APP2014 PSYCHOLOGY 2B

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: This unit of study consists of two components. It provides students with an introduction to social psychology and further training in research methods. The aim of the social psychology lectures and labs is to present social psychology in such a way as to illustrate its relevance to social situations encountered in everyday life. Students will become familiar with some of the central conceptual frameworks and models developed by social psychologists to account for individual behaviour in social settings. The research methods lectures will build on the concepts underpinning research methodologies, statistical tests and processes introduced in APP2013 Psychology 2A. Students will develop an understanding of the logic and process of hypothesis testing and inferential statistics as related to non-parametric measurement and parametric measurement, eg. Analysis of Variance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Provide an overview of social psychology and foster their understanding of how social psychology is used to address issues such as prejudice, racism, conflict and community health;
- Understand the principles of research design and the reliability and validity of data collection instruments;
- Demonstrate experience in collecting, critically analysing and reporting quantitative data.

Class Contact: Three hours per week for one semester, comprising two one-hour lectures and one two-hour fortnightly laboratory.

Required Reading: To be advised by lecturer.

Assessment: Examination Semester examinations 50% There is a requirement that students attend 80% of laboratory classes.

APP2023 INTERPERSONAL SKILLS 2

Locations: St Albans,

Pre-requisites: APP1014 - INTERPERSONAL SKILLSAPP2023 is only available to students studying BPsych (I&O)

Descriptions: This unit of study builds on theory and skills taught in APP1014
Interpersonal Skills 1 and further develops students’ active listening skills and interpersonal problem-solving abilities. Throughout the unit students will be expected to use their understanding of developmental psychology and cross-cultural issues for effective relationship building. Topics include: accurate assessment of presenting problems; interviewing skills; advanced active listening skills; interpersonal problem-solving.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify and analyse interpersonal skills for effective communication;
• Reflect on exploration of practical approaches to communication;
• Demonstrate development of active communication skills;
• Produce a written evaluation of communication theories linked to practice;
• Complete a presentation task.

Class Contact: One two-hour seminar per week.


Assessment: Reflective journals, seminar participation, essay. (total effective word length 3000 words).

APP2024 ORGANISATIONAL SKILLS 2

Locations: St Albans,

Pre-requisites: APP1015 - ORGANISATIONAL SKILLS 1APP2024 is only available to students studying BPsych (I&O).

Descriptions: This unit of study will extend students’ theoretical understanding and skill development in areas relevant to working within an organisational setting. Topics to be explored in depth include: leadership, conflict dynamics, implementing change, power dynamics, interpersonal morality, the organisational contextualisation of decision-making processes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an appreciation of intra and inter-group processes including communication, decision-making conflict and co-operation and the use and abuse of power;
• Examine the process of organisational change, resistance to change and effective organisational development interventions;
• Demonstrate developed group project skills and the ability to critically reflect on group member performance;
• Discuss the ‘real world’ applicability of group process and organisational behaviour research.

Class Contact: One two-hour seminar per week.


Assessment: Reflective journals, group presentation, essay.

APP2031 DEVELOPMENT ISSUES IN PSYCHOLOGY

Locations: Footscray Park, St Albans,

Pre-requisites: APP1012 - PSYCHOLOGY 1A

Descriptions: The aim of this unit of study is to enhance students’ understanding of human lifespan development. Topics include: child development; adult development; ageing; developmental psychobiology; developmental cognition; personality; social and emotional development; and selected topics such as reading development and behavioural assessment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Provide an overview of developmental psychology and foster an understanding of cognitive, psychosocial and physical changes that occur throughout the lifespan;
• Explore and critique major developmental theories and research;
• Examine and discuss topical developmental issues.

Class Contact: Three hours per week comprising two one-hour lectures and one one-hour seminar.

Required Reading: To be advised by lecturers.

Assessment: Examination End-of-semester examination 40% In addition, students will need to meet an 80% minimum attendance for seminar classes to pass this unit of study.

APP3015 COUNSELLING THEORY AND PRACTICE

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: This unit of study will include an overview of the principles and practices of counselling from a range of paradigms. Specifically psychodynamic, existential, person-centred, Gestalt, behavioural, cognitive-behavioural, postmodern (narrative and solution-focus), and systemic therapies are explored in relation to their historical background, theoretical premises, therapeutic techniques and strengths and limitations in clinical practice. Students are also challenged to explore their own understanding of therapeutic change and to interface this personal perspective with the models presented.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate theoretical knowledge of the main counselling theories presented and of their related psychotherapeutic interventions.
• Demonstrate an understanding of counselling skills common to most therapeutic interventions as well as counselling skills aligned to particular psychotherapies.
• Demonstrate an in-depth understanding of two particular theories/ therapies.

Class Contact: One hour lecture and one hour tutorial per week


Assessment: Essay Essay topic to be advised 50% Total effective word limit 3000 words

APP3016 GROUP BEHAVIOUR

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A
Descriptions: The study group has a dual task: first, to develop students’ understanding of concepts encountered in the literature (the seminar group will discuss set readings each week) through discussion, and by applying these concepts to students’ own experiences; and second, the seminars: to analyse the group’s own processes as they occur, giving students direct experience of issues discussed in the literature. Such topics as: membership of the group, leadership, power and authority, gender relations and roles usually emerge in the group.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: As advised by lecturer.

Assessment: One essay (2500 words).

APP3018 ORGANISATIONS AND WORK

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: This subject is designed to introduce students to selected aspects of human behaviour in organisations. Emphasis is placed on a systems oriented organisational psychology, and on viewing the person as part of a work and social system. In general the unit examines the relation between organisational members and their organisational context - a bi-directional relation is proposed through the way organisational members are affected by an organisation, and the way an organisation is affected by its members.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an understanding of major theories in the organisational psychology field

• Critically discuss key organisational psychology concepts

• Explore opportunities for experiential learning in order to enhance understanding and application of theoretical constructs

• Demonstrate improved interview and report writing skills.

Class Contact: Two hours per week for one semester.


Assessment: Assignment Written assignments 60% EWL 3000 words

APP3019 PSYCHOBIOLOGY

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: 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; neuroendocrine systems (hormones); sleep, dreaming and circadian rhythms; drug addiction and reward circuits in the brain; psychobiology of emotions, stress and mental illness; evolution, genetics and genetic counselling.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One one-hour lecture each week and one two-hour laboratory/ seminar each second week in one semester.


Assessment: Exercise Essay plan and reference exercise 10%

APP3020 PSYCHOANALYSIS

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: Each psychoanalytic concept in this unit of study is illustrated by clinical examples and its use in psychology, psychiatry, cultural and women’s studies, philosophy, literary criticism, sociology, anthropology and other disciplines. Key post-Freudian contributions to psychoanalysis, as well as critical evaluations of Freudian theory and practice are discussed.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: Selected readings from The Pelican Freud library - students to be advised.

Assessment: An original essay (3000 words).

APP3021 PSYCHOLOGY OF ADJUSTMENT

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: This unit of study explores the experience of, and adjustment to, a range of life events and transitions including loss, illness, migration, new parenthood and more uncommon traumatic events. The experience of these events is considered in the light of theoretical perspectives about stress, coping and adaptation, trauma and recovery, attachment and social support.

Credit Points: 12

Learning Outcomes: On successful completion of this unit; students will be able to:

• Demonstrate an understanding of the range of psychological experiences associated with certain life events and transitions;

• Demonstrate an understanding of some theoretical perspectives on stress, coping and adaptation, trauma and recovery;

• Discuss individual, community and cultural difference and the challenges this may pose for psychological theory and practice;

• Research, write and develop arguments about specific aspects of human experience and psychological theory.

Class Contact: Two hours per week for one semester.

Required Reading: APP3021 Book of Readings.

Assessment: Examination Multiple choice examination 50%

APP3023 PSYCHOLOGICAL ISSUES IN THE WORKPLACE

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: This unit of study will examine organisational, legal, political, ethical, professional, physical and psychological issues encountered by employees in the workplace. Concerns pertinent to the particular occupations and workplaces of the class participants will be identified, and considered in relation to other occupational groups. Issues such as: role and task definitions, the extrinsic and intrinsic meaning or value of work to the individual, personality characteristics and work, recognition of mental health factors in relation to work, and the suitability of an employee for a specific occupation will be discussed. How psychological measures and techniques may be useful in choosing employees, managing change and conflict, dealing with occupational health and safety issues and maintaining employee satisfaction will also be explored.
On successful completion of this unit, students are expected to be able to:

- Demonstrate the differences between structured and unstructured techniques.
- Demonstrate the importance of observation and interviewing and how information obtained from these two methods can be used. This will be achieved by students undertaking a case study using these two methods.
- Demonstrate the differences between structured and unstructured techniques and tests and when it is appropriate to use one or the other and/or a combination.

Class Contact: One two-hour lecture per week and one two-hour fortnightly workshop. Please note that 80% attendance at the workshop is a hurdle requirement.

Required Reading: Contemporary reading to be advised by lecturer.

Assessment: Assignment Observational case study (1500 words) 50%

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Engage in applied, experiential learning guided by adult learning principles.
- Utilise a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences.
- Develop and work towards self-directed, professional development goals.
- Demonstrate a deeper understanding of the way the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences.
- Practise applying theory and skills they have acquired to/within their real-life work issues, roles and settings.

Class Contact: One two-hour practicum per week.

Required Reading: -

Assessment: Assignment Develop and write learning goals for Fieldwork 20% Total effective word length: 3000 words.

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Identify and discuss adult learning principles and workplace learning frameworks for professional development.
- Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs.
- Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses.
- Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.

Class Contact: Weekly two-hour seminar.

Required Reading: To be advised.

Assessment: Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Further conceptualise and process professional experiences.
- Engage in applied, experiential learning guided by adult learning principles.
- Use a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences.
- Develop and work towards self-directed, professional development goals.
- Demonstrate a deeper understanding of the way the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences.
- Practise applying theory and skills they have acquired to/within their real-life work issues, roles and settings.

Class Contact: One two-hour practicum per week.

Required Reading: -

Assessment: Assignment Develop and write learning goals for Fieldwork 20% Total effective word length: 3000 words.

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Identify and discuss adult learning principles and workplace learning frameworks for professional development.
- Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs.
- Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses.
- Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.

Class Contact: Weekly two-hour seminar.

Required Reading: To be advised.

Assessment: Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Further conceptualise and process professional experiences.
- Engage in applied, experiential learning guided by adult learning principles.
- Use a cycle of practice-reflection-practice to guide their learning, and to link academic with applied experiences.
- Develop and work towards self-directed, professional development goals.
- Demonstrate a deeper understanding of the way the theory and skills they have acquired in their degree relate to real-life work issues, roles and settings eg. how to conceptualise and process professional experiences.
- Practise applying theory and skills they have acquired to/within their real-life work issues, roles and settings.

Class Contact: One two-hour practicum per week.

Required Reading: -

Assessment: Assignment Develop and write learning goals for Fieldwork 20% Total effective word length: 3000 words.

Credit Points: 12

On successful completion of this unit, students are expected to be able to:

- Identify and discuss adult learning principles and workplace learning frameworks for professional development.
- Further conceptualise how their knowledge, skills and experience fit into selection criteria employers set for relevant graduate jobs.
- Practise responding to key selection criteria for relevant graduate jobs and make use of career guidance regarding these responses.
- Demonstrate consolidation of learning made during Fieldwork by planning, researching and delivering a training workshop regarding a specific skill/skill set identified there, to other adult learners in class and by writing a professional training manual to accompany the training workshop for participants.

Class Contact: Weekly two-hour seminar.

Required Reading: To be advised.

Assessment: Written response to key selection criteria for advertised position 15%; Conduct skills training workshops (approx 45 minutes duration) 20%; Skills workshop manual 50%; Demonstration of professional development skills 15%.
interviewing; ethnographic fieldwork, focus groups, qualitative data analysis techniques, validity. Quantitative methods: experimental, quasi-experimental and correlational designs, review of univariate statistical techniques; survey methods and sampling, MANOVA, multiple regression. Psychometric methods: development of measures; reliability and validity assessment, factor analysis. Selection of appropriate methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand criteria used to determine the validity and usefulness of various types of qualitative and quantitative research design;
• Select appropriate statistical procedures for analysis of different types of research data;
• Understand and apply skill in the use of SPSS for Windows;
• Demonstrate awareness of basic psychometric methods and their application.

Class Contact: One one-hour lecture and one one-hour lab class per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Report Group research project report 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

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: The place of psychological theories and practices in 20th century thought is pursued through lecture presentations and seminar discussions on recent philosophies of science, including positivist, constructivist/interpretive and critical approaches; and utilising within-psychology case examples such as behaviourism, psychoanalysis, cognitivism and information processing, and critical psychology.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Integrate understandings of psychology as a discipline;
• Consider the objects and methods of inquiry within particular schools of psychology, and their respective conceptualisations of ‘truth’ and ‘science’;
• Relate the activities and concepts of particular schools to broader historical factors, and consider their relative merits and limitations;
• Demonstrate reflective processes in relation to the practice of psychological activities;
• Demonstrate thinking in the application of psychology to particular research questions;
• Demonstrate an understanding of their preferred approach to psychology.

Class Contact: One one-hour lecture per week and one one-hour seminar per week.

Required Reading: Book of Readings available for purchase.

Assessment: Review Two critical reviews: (500-700 words each) 60% There is an 80% attendance requirement in this unit of study.

APP3037 CLINICAL ASPECTS OF PSYCHOLOGY

Locations: Footscray Park, St Albans,

Pre-requisites: APP2013 - PSYCHOLOGY 2A

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify and discuss conceptual and methodological approaches to human neuro-psychology;
• Demonstrate an understanding of the clinical neuro-psychology knowledge base and methods of inquiry for a selection of child and adult disorders;
• Demonstrate an understanding of conceptual and methodological issues in the study of psychopathology;
• Demonstrate an understanding of the basic phenomenology of a selection of psychological disorders and of relevant theoretical perspectives;
• Demonstrate an enhanced capacity to access, review and analyse information about clinical aspects of psychology.

Class Contact: Three hours per week comprising two one-hour lectures and one one-hour seminar.


Assessment: Examination Multiple choice examination 70%
research study. The unit will involve a small group of students actively working through selecting a research problem; defining a research question; deciding upon a research strategy; shaping and refining the problem; conceptual development; review of the literature; data handling; data collection and data analysis; and interpreting results and drawing conclusions. The final product will be a research paper structured for submission to a refereed journal.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One one-hour lecture and one two-hour laboratory workshop session each week.

Required Reading: To be advised by lecturer.

Assessment: Report Research proposal (1000 words) 25%
APS2040 QUANTITATIVE SOCIAL RESEARCH METHODS 1

Locations: Footscray Park, St Albans,

Pre-requisites: APP1012 - PSYCHOLOGY 1

Students must achieve 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.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields;

• Demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Examination To be advised 50%

APS3021 QUANTITATIVE SOCIAL RESEARCH METHODS 2

Locations: Footscray Park, St Albans,

Pre-requisites: APS2040 - QUANTITATIVE SOCIAL RESEARCH METHODS 1

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an increased level of skill and knowledge associated with the use of advanced research techniques in quantitative methods. In particular, outcomes are centred upon the use of these techniques in psychology and associated fields;

• Demonstrate an increased level of skill in the use of SPSS in concretely attending to tasks dealing with various theoretical and practical problems in psychology and associated fields.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour laboratory session.


Assessment: Laboratory Work Laboratory assignments 50% Subject to change

APS3020 QUALITATIVE SOCIAL RESEARCH METHODS 2

Locations: Footscray Park, St Albans,

Pre-requisites: APS2030 - QUALITATIVE SOCIAL RESEARCH METHODS 1

Descriptions: This unit of study is intended to further help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an important technique for research in psychology. Specifically, the qualitative section of the unit aims to help students familiarise themselves with basic assumptions of the qualitative research paradigm, help students further develop knowledge of major methods of qualitative research and introduce students to methodological and ethical implications of the assumptions of qualitative research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate increased skills and knowledge in the application of advanced qualitative methods within psychology and associated fields.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour laboratory session.

Required Reading: Readings will be offered on a yearly basis but will be subject to change in light of current trends and movements in the area. Consequently, a required reading list will not be available or necessary.


Assessment: Laboratory Work Laboratory assignments 50% Subject to change

APS3040 INDEPENDENT RESEARCH PROJECT

Locations: Footscray Park, St Albans,

Pre-requisites: APS3010 Social Research Methods 3.

Descriptions: This unit of study aims to provide students with limited, supervised experience in planning, conducting, analysing and reporting a socially significant research study. On completion of this unit of study, students should be able to:

• Further understand the significance of social research; complete a qualitative and/or quantitative research study of a reasonably high standard; understand the difficulties associated with undertaking social research and develop skills to manage such difficulties; apply research skills to various social issues in the general community; competently present and defend the research in an open forum of persons.

Credit Points: 12

Learning Outcomes: To be advised. 

Class Contact: Four hours per week for one semester. Students work in small groups under the supervision of a staff member.

Required Reading: To be advised by lecturer.

Assessment: Research Paper Completed research paper 80%

APTI310 PSYCHOLOGY 1

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study provides, at an introductory level, an integrated understanding of lifelong 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 is undertaken, along with consideration of the impact of the family and relationships on development in each of these stages.
On successful completion of this unit, students will be able to:

- Demonstrate a knowledge base upon which later psychological units can build;
- Understand the basic concepts of developmental psychology;
- Examine the various phases of the life span;
- Examine the normal ranges of behaviour people are likely to exhibit at specific stages of development.

Class Contact: Four hours per week for one semester comprising two hours of lectures and one two-hour midwifery-focused tutorial (Bachelor of Midwifery).

Required Reading: White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French’s Forest, NSW.

Assessment: Assignment Assignment/ essay 40%

APT1311 PSYCHOLOGY ACROSS THE LIFESPAN

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study includes: human development across the lifespan; social, emotional, personality and cognitive development; relationship contexts and the family life-cycle; introduction to theories in psychology: psychodynamic, behavioural, cognitive, attachment/interspersonal and family systems; concepts of health and illness, experiences of health, illness and treatment across the lifespan; psychological processes relevant to health and illness including pain, sleep, anxiety, grief, and coping; developmental processes and adaptation in chronic illness and disability.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a familiarity with the major phenomena of social, emotional, personality and cognitive development across the lifespan;
- Describe characteristic behaviours that people are likely to exhibit at various stages of the lifespan;
- Demonstrate an introductory understanding of some major theories of human development;
- Describe and discuss basic psychological processes related to the experience of illness;
- Demonstrate an awareness of the complexity and variety of human development and human experience of illness;
- Discuss the roles of family and relationship in human development and adaptation;
- Demonstrate acquisition of the vocabulary necessary to understand psychological literature pertaining to lifespan development and experience of illness.

Class Contact: A total of 60 hours comprising three one-hour lectures and one two-hour workshop per week.

Required Reading: White, F, Hayes, B & Livesey, D 2005, Developmental psychology: from infancy to adulthood, Pearson, French’s Forest, NSW.

Assessment: Examination To be advised 40%

APT2330 PSYCHOSOCIAL ASPECTS OF HEALTH AND ILLNESS

Locations: St Albans,

Pre-requisites: APP1012 Psychology 1A and APP1013 Psychology 1B; or ASS1012 Sociology 1A and ASS1013 Sociology 1B; or ACW1020 Sex and Gender and ACW1021 Fashioning Gender.

Descriptions: This unit of study explores social and psychological aspects of health and illness with the focus ranging from individual experience to the broader sociopolitical context. Topics include: the history and politics of medicine; roles and relationships in health care; individual and family experiences of illness; body image; loss, grief and adaptation; values and stereotyping; medicalisation of illness; curative versus preventative perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the social and psychological dimensions of the experience of illness;
- Demonstrate an awareness of, and sensitivity to, the range of values and attitudes held by groups within the community interacting with the health care system;
- Understand the role of psychosocial processes in shaping health and the health care system;
- Demonstrate knowledge of roles and relationships within health care systems;
- Apply skills in accessing and analysing information about the psychosocial dimensions of health and illness;
- Demonstrate a developing capacity to think about how the above knowledge, insights and understandings might be applied to practice in various human services.

Class Contact: One one-hour lecture and one one-hour tutorial per week, and three hours per semester of mixed-mode or self-directed study.

Required Reading: To be advised by lecturer.

Assessment: Essay 2000 words 40%

APT5005 DOMESTIC VIOLENCE AND SEXUAL ASSAULT

Locations: City Flinders,

Pre-requisites: Admission to the Graduate Diploma or Masters in Counselling, or consent of the Course Co-ordinator.

Descriptions: The aim of this unit of study is to provide a sociopolitical framework from which to view issues of violence. The problem is seen as a community responsibility in that victim groups are defined by their relative powerlessness. Thus action is required at multiple levels, and interventions will be taught as ranging from individual counselling through group support to community development and social action. Emphasis will be placed on developing the self-awareness of the counsellor in response to indicators of violence and sexual assault. A limited introduction to narrative approaches to counselling is provided.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Journal To be maintained throughout the course 40% Subject to change
APT5010 APPLIED TECHNIQUES OF GRIEF COUNSELLING
Locations: St Albans,
Pre-requisites:
Descriptions: 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 incident debriefing, crisis intervention, peer counselling/support. Consideration will also be given to issues of cross-cultural understanding and ethnic identity. The unit aims to introduce students to various models of grief counselling and intervention strategies. It will provide students with the opportunity to practise and develop skills in grief counselling. Classes will be run on an experiential basis and include role-plays, group discussion and class presentations.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Understand the experience of grief and loss in adults, adolescents and children;
• Understand the models of grief responses;
• Understand complex presentations of grief;
• Reflect on ones personal experience with grief and loss and how this relates to practice as a counsellor;
• Consider grief and loss and trauma and other presentations and how they interact.
Class Contact: Two hours per week for one semester.
Assessment: Review Agency Service Provider 40% Total effective word limit 5000 words

APT5025 INDIVIDUAL AWARENESS
Locations: City Flinders, St Albans,
Pre-requisites: Admission to the Graduate Diploma in Counselling or consent of the Course Co-ordinator.
Descriptions: This unit of study will include: discovery of self: investigation of fear of self-revelation and defence mechanisms; personality testing (Myee-Briggss; concept of individual growth. Exploration of potentially difficult discussion topics including death and dying, suicide, sexual concerns including loss and sexual potency and/or organs, AIDS and safe sexual practices; rape, incest and violence; anger; depression; religion; cross-cultural issues and ethnic identity (may vary according to group). Format of classes includes group participation, basic introduction to group dynamics, building communication skills in the group, setting ground rules.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer
Assessment: Autobiography exploring one's personal growth and counselling philosophy; Journal reflecting on process of classes. Minimum of 80% attendance is required. (Subject to change).

APT5035 THEORIES AND TECHNIQUES OF COUNSELLING
Locations: City Flinders, St Albans,
Pre-requisites: Admission to the Graduate Diploma in Counselling, or consent of the Course Co-ordinator.
Descriptions: This unit of study will focus on an exploration of the theoretical issues and practical skills associated with a range of counselling paradigms. Person-centred, Gestalt, existential, behavioural, cognitive behavioural and psychodynamic theories will be addressed. Through role-plays and class activities, students will be encouraged to develop their own counselling skills and reflect on their personal development as counsellors.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Describe the basic theory and intervention practices of therapeutic paradigms;
• Critically review each paradigm;
• Understand the key essentials for effective counselling;
• Demonstrate the counselling micro-skills necessary to engage in client-centred counselling.
Class Contact: Two hours per week for one semester.
Required Reading: To be advised by lecturer.
Assessment: Research Paper Theory paper 50%

APT5037 CHILD AND ADOLESCENT: THEORIES AND TECHNIQUES OF COUNSELLING
Locations: City Flinders, St Albans,
Pre-requisites: Admission to the Graduate Diploma in Counselling (Child and Adolescent) or consent of the Course Co-ordinator.
Descriptions: 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.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Two hours per week for one semester.
Assessment: Essay To be advised 70%

APT5060 APPLIED TECHNIQUES OF COUNSELLING
Locations: City Flinders, St Albans,
Pre-requisites: APT5035 - THEORIES AND TECHNIQUES OF COUNSELLING
Descriptions: This unit of study will provide students with class supervised counselling practice in order to enhance their client attending skills and the skills of developing a client formulation. It will further provide students with information concerning various types of counselling sessions (intake, continuing and termination) and for responding to various types of problems, use of video and audio equipment and supervised counselling practice.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate increased applied counselling skills;
- Construct and present client case formulations;
- Investigate counselling strategies for a range of presenting problems;
- Describe key features of effective intake, referral and termination.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Report Video/audio and Report (2000 words) 60% The 80% attendance requirement must also be met.

APT5062 CHILD & ADOLESCENT: APPLIED TECHNIQUES IN COUNSELLING

Locations: St Albans,

Pre-requisites: Satisfactory completion of Child and Adolescent: Theories and Techniques of Counselling or consent of the Course Co-ordinator.

Descriptions: This unit of study will include child and adolescent assessment tools that are used in community and other settings. The tools are designed to detect commonly presenting problems and to assist students to recognise crisis situations. The crisis intervention techniques will be taught and practised, along with a number of other applied techniques suited to working with children and adolescents. The principles and practices of case management and working with systems and significant others will be covered.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.


Assessment: Videotaped role-play or in vivo intervention; Essay.

APT5070 SOCIAL AND ETHICAL ISSUES IN COUNSELLING

Locations: City Flinders, St Albans,

Pre-requisites: Admission to the Graduate Diploma in Counselling, or consent of the Course Co-ordinator.

Descriptions: This unit of study will examine: the social context of counselling aspects to be considered include: gender, ethnicity, class, occupation and age, the family as a unit of social organisation. Implications of social context for counselling practice such as the assumptions that client and counsellor bring to counselling as a function of their social background, power relationships in the counsellor-client dyad, blaming the victim versus empowerment. Ethical issues in counselling; introduction to ethical principles and ethical dilemmas: the philosophical basis of ethical principles; client rights and responsibilities, counsellor rights and responsibilities; issues concerning third parties; referral, consultation and supervision, counsellors’ needs for consultation and supervision; the client-counsellor relationship: implicit and explicit client-counsellor contracts, therapeutic and anti-therapeutic developments in the client-counsellor relationship, combining the role of counsellor with a profession-based treatment or advisory role; confidentiality, principles underlying confidentiality, the limits of confidentiality; reporting and liaison, negotiating with the client about reporting and liaison, the question of mandatory reporting; legal frameworks relevant to counselling, working with clients who may present particular ethical dilemmas, suicidal clients, clients who may be a danger to others, terminally ill clients, helping clients to resolve ethical dilemmas, abortion counselling, clients with communicable diseases.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester and three hours per semester of mixed-mode or self-directed study.

Required Reading: Corey, G, Corey, M & Callanan, P 2002, Issues and ethics in the helping professions, 6th edn, Brooks/Cole, Pacific Grove. (NB: This text is updated regularly the 7th edition will be used should it become available).

Assessment: Presentation Class presentation on an ethical dilemma (2000 words) 50%

APT5080 CROSS-CULTURAL ISSUES IN COUNSELLING

Locations: City Flinders, St Albans,

Pre-requisites: Admission to the Master in Counselling, or consent of the course co-ordinator.

Descriptions: This unit of study aims to: improve cross-cultural counselling skills by both developing awareness of personal cultural position and that of others; facilitate a better understanding of others’ ways of learning and communicating; improve ability to listen to the ‘other’ and awareness of the sociopolitical and economic context of people from diverse cultural backgrounds in contemporary Australia; address specific issues in counselling that derive from the above. The unit explores issues of racism, social justice, bicultural history, refugee experience, survivors of torture, women’s issues, Aboriginals and second generation Australians. It also discusses some of the Western contextual issues related to modernity, postmodernity and postcolonial views.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Assignment Written assignment 50% Subject to change

APT5085 PRACTICUM

Locations: City Flinders, St Albans,

Pre-requisites: APT5060 - APPLIED TECHNIQUES OF COUNSELLING or consent of the Course Co-ordinator

Descriptions:

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Five hours per week for two semesters comprising one two-hour group seminar and one three-hour outside placement.

Required Reading: To be advised.

Assessment: Assessment will be based on written assignments, journal materials and placement evaluations. Students must achieve a satisfactory grade on all assessment requirements to pass the unit. In addition the minimum 80% attendance requirement must be met. Note: Students must pass the practicum on their first attempt.
APT6001 PRACTICUM 1

Locations: City Flinders, St Albans,

Pre-requisites: Completion of the unit of study required for the Graduate Diploma in Counselling,

Descriptions: The Practicum is designed to provide students with extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week class contact for one semester plus field placement.

Required Reading: To be advised by lecturer.

Assessment: Assignment Journal/ written assignment 50%

APT6002 PRACTICUM 2

Locations: City Flinders,

Pre-requisites: APT6001 - PRACTICUM 1

Descriptions: Students will continue the acquisition of extended knowledge of the counselling setting and the roles and responsibilities involved in such a setting. The placement aims to integrate theoretical knowledge with professional experience and to provide students with experience in a counselling setting. Application of skills and knowledge developed in the unit can be applied to practical settings. Ethical issues in counselling will be examined.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week class contact for one semester plus field placement.

Required Reading: To be advised by lecturer.

Assessment: Assignment Journal/ written assignments 50%

APT6004 MINOR THESIS

Locations: City Flinders,

Pre-requisites: Completion of the units required for the Graduate Diploma in Counselling.

Descriptions: This unit of study requires students to gain experience in generating a research question and writing an independent thesis on the topic of 10,000 - 14,000 words. The topic will be negotiated between the student and supervisor and will be a research area within the counselling field. The thesis is not to be experimental research unless the applicant can demonstrate the necessary statistical knowledge.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Regular contact with supervisor.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%.

APT6006 RESEARCH METHODS IN COUNSELLING

Locations: St Albans,

Pre-requisites: Completion of the units of study required for the Graduate Diploma in Counselling or equivalent.

Descriptions: This unit of study provides students with advanced knowledge and techniques in the design of research in the counselling field. The following topics will be explored: introduction to the nature and significance of competing paradigms and methodologies in the research process and the range of research methods used in social science research; application of qualitative and quantitative methods to the counselling field; critical analysis of the design, analysis and interpretation of research in the counselling field; examination of research papers in the counselling field.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One-two hour seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Literature Review To be advised 35%

APT6007 ISSUES IN THEORY AND PRACTICE OF PSYCHOLOGY

Locations: St Albans,

Pre-requisites: Admission to Master of Counselling.

Descriptions: This unit of study will provide an opportunity to further develop a theoretical knowledge base and practice skills. The areas available in any given semester will vary depending on staff expertise and availability but will always involve current issues in theory and practice of psychology. Issues may be specific areas of counselling work such as stress and crisis or specific theoretical areas such as cognitive behavioural theory or psychoanalytic theory. The currently available selection of topics includes: stress, crisis and trauma, current problems in psychoanalysis, and psychology of adjustment.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester comprising one two-hour seminar OR one one-hour weekly lecture and one two-hour fortnightly workshop.

Required Reading: To be advised by lecturer. (Each topic will have different Required Reading.)

Assessment: Each topic has different assessment requirements which are communicated in writing in the first week. Assessment may include one or more of the following: essay, written paper, oral presentation (total requirement approximately 3000 words).

APT6008 CHILD AND FAMILY DEVELOPMENT

Locations: St Albans,

Pre-requisites: Entry to Graduate Diploma in Counselling, Master in Counselling or equivalent.

Descriptions: This unit of study will include: a psychodynamic approach to child development; emotional milestones as the foundation of attachment; applying a developmental approach to problems in childhood and adolescence including depression, attention deficit disorder, and youth suicide; understanding the impact of separation loss and trauma on future generations; developing observational skills through direct infant observation.

Credit Points: 12

Learning Outcomes: To be advised.
APU5001 PSYCHOLOGICAL ISSUES

Locations: St Albans, City King

Pre-requisites: Nil.

Descriptions: This unit of study will provide students with a basic understanding of psychological principles and their applications to health sciences. A focus on self-esteem, body image, ageing, terminal illness, disability and resulting loss or grief outcomes will be addressed from a psychological perspective. The social context of these issues, as well as their effect upon individuals, will be examined. The unit of study will also consider interpersonal processes in a health care context and addresses the issues of recognising serious psychological distress and disturbance. The focus of this unit of study will be primarily directed at understanding that assists students to facilitate the health and wellbeing of clients. Emphasis includes greater self-understanding, workplace psychology and psychology with clients.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising lectures and tutorials.


Assessment: Essay 2000 words 55%

APU5001 HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will include a review of the history of psychoanalysis and the different psychoanalytic schools. It will also include a study of Freud’s seminal works on the formations of the unconscious: neurotic symptoms, dreams, parapraxes and jokes.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay 3000 words 80%

APU5002 THEORY OF SEXUALITY

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will include the study of Freud’s main texts on sexuality, the Oedipus complex, the relation of sexuality to the neuroses, the debate on feminine sexuality and Lacan’s contributions on the signification of the phallus and sexuality.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay 3000 words 80%

APU5003 CLINICAL SEMINAR I: ASSESSMENT

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will include a presentation and discussion of clinical material and formulation of a diagnosis and treatment plan according to psychoanalytic principles.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APU5004 THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER

Locations: St Albans,

Pre-requisites: APU5001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS

Descriptions: This unit of study includes the study of the linguistic and philosophical foundations of the Lacanian theories of the subject and the signifier, as well as the key texts by Lacan himself on the matter.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay 3000 words 80%
APUS005 THE SYMBOLIC, THE IMAGINARY AND THE REAL
Locations: St Albans,
Pre-requisites: APUS001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS
Descriptions: This unit of study includes the study of three fundamental Lacanian concepts, their genealogy and implications for clinical practice and research through the analysis of key texts and the discussion of clinical experience.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay 3000 words 80%

APUS006 CLINICAL SEMINAR II: DEVELOPMENT OF THE TRANSFERENCE
Locations: St Albans,
Pre-requisites: APUS003 - CLINICAL SEMINAR I: ASSESSMENT
Descriptions: This unit of study will include a presentation and discussion of clinical material and conceptualisation of the development of the transference in the cases presented.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APUS007 NEUROSIS
Locations: St Albans,
Pre-requisites: APUS001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS
Descriptions: This unit of study includes a study of the Freudian theory and further elaborations on the neuroses in contemporary psychoanalysis, including a detailed review of Freud’s case histories.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay 3000 words 80%

APUS008 PSYCHOANALYTIC TECHNIQUES I
Locations: St Albans,
Pre-requisites: APUS001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS
Descriptions: This unit of study will include a study and critical review of the main Freudian texts which deal directly with the clinical applications of psychoanalysis, the beginning of the treatment, the development of the transference and the ending of the treatment.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Essay 3000 words 80%

APUS009 CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES
Locations: St Albans,
Pre-requisites: APUS003 - CLINICAL SEMINAR I: ASSESSMENT
Descriptions: This unit of study will include a presentation and discussion of clinical cases of neurosis and the strategies for treatment.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APUS010 PSYCHOSIS AND PERVERSION
Locations: St Albans,
Pre-requisites: APUS001 - HISTORY AND EPISTEMOLOGY OF PSYCHOANALYSIS as well as APUS007 NEUROSIS
Descriptions: This unit of study will include a study of the psychoses and the perversions, mainly in the works of Freud and Lacan but also incorporating other original contributions, focused on the questions of differential diagnosis from a structural point of view.
Credit Points: 8
Learning Outcomes: To be advised.
Class Contact: One 90-minute seminar per week for one semester.
Required Reading: Freud, S 1911, ‘Psycho-analytic notes on an autobiographical account of a case of paranoia (dementia paranoides),’ SE 12. 1919, ‘A child is being

271

**Assessment:** Essay 3000 words 80%

**APU5011 PSYCHOANALYTIC TECHNIQUE II**

**Locations:** St Albans,

**Pre-requisites:** APU5008 - PSYCHOANALYTIC TECHNIQUES I

**Descriptions:** This unit of study will include a critical study of the main contributions to psychoanalytic technique after Freud, with particular emphasis on the work of Jacques Lacan.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

**Class Contact:** One 90-minute seminar per week for one semester.


**Assessment:** Essay 3000 words 80%

**APU5012 CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE**

**Locations:** St Albans,

**Pre-requisites:** APU5009 - CLINICAL SEMINAR III: TREATMENT OF THE NEUROSES

**Descriptions:** This unit of study will include presentation, discussion and formulations on case material that illustrates questions and problems concerning the handling of the transference in psychoanalysis, both in typical and atypical situations.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

**Class Contact:** One 90-minute seminar per week for one semester.


**Assessment:** Assignment Case history or written report on case presentation (2000 words) 100%

**APU6001 THE ETHICS OF PSYCHOANALYSIS**

**Locations:** St Albans,

**Pre-requisites:** APU5004 - THEORY OF THE SUBJECT AND LOGIC OF THE SIGNIFIER

**Descriptions:** This unit of study will include a study of the philosophical, scientific and clinical sources of the ethical questions that specifically concern the psychoanalytic experience, their relations with the questions that occupy moral philosophy and their significance in clinical practice.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

**Class Contact:** One 90-minute seminar per week for one semester.


**Assessment:** Essay 3000 words 80%

**APU6002 THE OBJECT RELATION**

**Locations:** St Albans,

**Pre-requisites:** APU5010 - PSYCHOSIS AND PERVERSION

**Descriptions:** This unit of study will include a comparative study of the positions of the main psychoanalytic schools on the object relation and their implications for clinical practice.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

**Class Contact:** One 90-minute seminar per week for one semester.


**Assessment:** Essay 3000 words 80%

**APU6003 CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC**

**Locations:** St Albans,

**Pre-requisites:** APU5012 - CLINICAL SEMINAR IV: HANDLING OF THE TRANSFERENCE

**Descriptions:** This unit of study will include presentation and discussion of clinical material that illustrate actual or potential ethical issues and applying the conceptual framework learned in other sections of the course.

**Credit Points:** 8

**Learning Outcomes:** To be advised.

**Class Contact:** One 90-minute seminar per week for one semester.


**Assessment:** Assignment Case history or written commentary on case presentation (2000 words) 100%

**APU6004 PSYCHOANALYSIS WITH CHILDREN**

**Locations:** St Albans,

**Pre-requisites:** APU6001 - THE ETHICS OF PSYCHOANALYSIS

**Descriptions:** This unit of study will include a study of the main texts representing the different theoretical positions in the history of psychoanalysis with children and the typical clinical and conceptual issues which prevail in this field.

**Credit Points:** 8
Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


APU6005 PSYCHOANALYSIS AND CULTURE

Locations: St Albans,

Pre-requisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS

Descriptions: This unit of study includes an introduction to the vast field of applications of psychoanalysis to the study of cultural phenomena and institutions. It includes the use made by psychoanalysis of the findings of other disciplines, the methodological issues involved and selected examples of this growing field of research.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Essay 3000 words 80%

APU6006 CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Locations: St Albans,

Pre-requisites: APU6003 - CLINICAL SEMINAR V: ETHICAL PROBLEMS IN THE CLINIC

Descriptions: This unit of study will include the presentation and discussion of cases in psychoanalytic treatment, with special emphasis on typical psychopathological and clinical issues, the handling of the transference and the relations with the parents.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APU6007 CLINICAL SEMINAR VII: SPECIAL CLINICAL PROBLEMS

Locations: St Albans,

Pre-requisites: APU6006 - CLINICAL SEMINAR VI: CHILDREN IN TREATMENT

Descriptions: This unit of study includes a study of a range of special clinical cases and situations which require particular technical devices, such as addictions, psychosomatic disorders, serious physical illness and mental disability.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.

Required Reading: Freud, S 1912-15, Papers on technique, SE 12.

Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APU6008 THESIS 1

Locations: St Albans,

Pre-requisites: APU6001 - THE ETHICS OF PSYCHOANALYSIS

Descriptions: In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.

Required Reading: Freud, S 1926, The question of lay analysis, SE 19.

Assessment: Report Report on progress of research project 100%

APU6009 RESEARCH SEMINAR

Locations: St Albans,

Pre-requisites: APU6008 - THESIS 1

Descriptions: In this unit of study, students work under individual supervision to design and develop a research project on a topic of psychoanalytic interest that would constitute the subject matter of the minor thesis.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: One 90-minute seminar per week for one semester.


Assessment: Assignment Case history or written commentary on case presentation (2000 words) 100%

APU6010 THESIS II

Locations: St Albans,

Pre-requisites: APU6008 - THESIS 1

Descriptions: This unit of study will include final development and completion of the individual research project and writing up of the research thesis.

Credit Points: 16

Learning Outcomes: To be advised.

Class Contact: One 90-minute individual supervision per week for one semester.
Required Reading: Freud, S 1926, The question of lay analysis, SE 19.
Assessment: Research thesis of approximately 15,000 words to be examined by two independent external examiners 100%.

ASA1023 COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: 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 familiarize students with existing and emerging linkages between community development and action at local, regional, national and global levels. Students are encouraged to explore, analyse and develop models and approaches to community development that are considered to be of most relevance to their background experience or in their work with communities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Source material so it can be found by others, and by good verbal and written communications to their fellow students and teachers;
- Work autonomously, both alone and in groups, and take initiative and use imagination when searching for solutions to problems which are put before them;
- Demonstrate awareness of a range of cultures represented in class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Two essays (40% each) 80%; Journal/folio 20%.

ASA1024 APPLIED HUMAN RIGHTS

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: The aim of the unit of study is to introduce students to the ways in which human rights, particularly in the welfare and human service sectors. The unit begins with an examination of United Nations and other international conventions and covenants on human rights, including specific covenants on social, educational, employment rights and rights of women, minorities and children. International observance, and problems in the implementation, of human rights are then examined, with particular reference to the Asia Pacific region. Specific human rights problems in the educational, welfare and employment contexts are discussed and related to strategies and models of community development and advocacy.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the role played by power and politics in the international and national governance of human rights;
- Identify the role played by civil society in pioneering most of the international human rights instruments and how to use them today;
- Demonstrate a clear understanding of the contours and principal features of a rights-based approach to development;
- Clearly conceptualise practice-based approaches to human rights.

Class Contact: Three hours per week for one semester, comprising one three-hour lecture/seminar.


Assessment: Essay 50%; Role-play/class paper 40%; Class exercises 10%.

ASA2023 WORKING WITH ORGANISATIONS: PROBLEMS AND POSSIBILITIES

Locations: St Albans,
Pre-requisites: Completion of ASA1023 Community Development: From the Local to the Global, and ASA1024 Applied Human Rights.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate familiarity with the principles of group dynamics and small group development;
- Understand the strengths and weaknesses of bureaucracies;
- Demonstrate familiarity with group facilitation methods, team building and ways of trying to bring about consensus, particularly in cross-cultural settings.

Class Contact: Two hours per week for one semester.


Assessment: Presentation Class presentation 40%.

ASA2024 SOCIAL MOVEMENTS, SOCIAL ACTIONS

Locations: St Albans,
Pre-requisites: ASA1023 - COMMUNITY DEVELOPMENT FROM THE LOCAL TO THE GLOBAL

- Demonstrate a knowledge of the major human rights instruments in use internationally;
ASA2030  REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: St Albans,

Pre-requisites: Completion of two first-year units in sociology, history or politics

Descriptions: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of how they influence their member nation's policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO).

Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;

• Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development;

• Recognise the difference between governance and management of an organisation;

• Work with others in organising a small and a large event or get a university or other club or society on its feet;

• Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.


ASA2030 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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 and selection of staff; motivation of volunteers; personnel issues; committee-employee relations; networking; brainstorming and decision-making; program planning; monitoring and evaluation of ongoing programs and special projects; budgeting; project proposal writing; project management; conflict resolution; and negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate knowledge of the institutions of the international community, when they were founded and the conditions that led to their emergence;

• Advise non-governmental organisations, community groups, and other organisations on which Declaration, Convention, Treaty or Security Council Resolution is relevant to their interests and how they may be used to hold nation states accountable;

• Demonstrate an awareness of how International Civil Society has been able to both move the policies of international organisations and benefit from the changes that have been brought about;

• Understand the different roles of global organisations, such as the UN system and regional bodies in Africa, Asia, the Pacific and Latin America.

Class Contact: Two hours per week for one semester, this unit is only taught in alternate years.


Assessment: Review Book Review 20% Total effective word limit 3000 words
ASSA3023 THEORY AND PRACTICE OF INTERNATIONAL DEVELOPMENT

Locations: St Albans,

Pre-requisites: Successful completion of two Community Development Theory and Practice units of study (or their equivalent).

Descriptions: A major aim of this unit of study is to consolidate students’ understanding of the central theoretical and practical aspects of community development work in the Asia Pacific region. The unit begins with a review of concepts of community and approaches to studying and working with communities. A study of the nature of formal and informal decision-making processes at the international, national and local levels constitutes an important part of this unit. Methodological and conceptual issues in conducting community studies will be explored as well as an examination of a range of strategies and approaches to awareness-raising and social mobilisation. The role of community development in the context of broader development issues and initiatives will also feature. In particular, the unit will review theories of development, globalisation, and state and community relationships in order to assist in the development of theoretical understandings and how these relate to practical applications. The unit of study aims to encourage reflection, questioning and analysis of the ideological bases of community development theory and policy and its implementation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate a high level of analytical skills to select appropriate methodologies and policies to address issues of inequality, deprivation of human rights or conflict;

• Understand the impact of international political and economic forces on the wellbeing of peoples at local levels;

• Demonstrate skills and experience in working on community issues in cross-cultural settings;

• Consider their own style and practice of advocacy.

Class Contact: Two hours per week for one semester


Assessment: Presentation Class activity/presentation 20%

ASSA3024 PROJECT DESIGN AND IMPLEMENTATION

Locations: St Albans,

Pre-requisites: Successful completion of two Community Development Theory and Practice units of study.

Descriptions: The aims of this unit of study are to consolidate students’ understanding of the central theoretical and practical aspects of community development work and to further develop their abilities in planning, implementing and evaluating community action plans and strategies. The unit commences with a review of some of the central concepts and components of models of community development, considers a range of successful case studies of community development in Asian, Pacific and Third World contexts, and goes on to analyse some of the key stages and modes of action of community development work in these contexts. These include approaches to understanding and researching the community action environment, processes of social mobilisation and strategies and methods of social action.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate a high level of cross-cultural communications skills;

• Design, write a budget for, and identify the needed personnel for projects of many types, including advocacy projects and development projects;

• Carry out an evaluation of projects and programs in the field of community development in societies other than one’s own;

• Consider the importance of different types of knowledge, including indigenous knowledge in solving many of the problems caused by unequal development.

Class Contact: Two hours per week for one semester

Required Reading: Beyond the horizon: a Guide to Managing Development Projects from a Distance, Mike Crooke, 2003 Australian Council for Overseas Aid, Canberra.

Assessment: Essay Reflective essay 50%

ASSA5001 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: Community Development: Theory and Practice will be considered in the context of major development challenges and trends in the Asia Pacific region. Students will consider contemporary debates and analyses of development and community development issues, and examine these in relation to policy development and practical community development applications. Government and NGO relationships, multilateral and bilateral aid issues, globalisation theory, the role of social and people’s movements, and alternative forms of development are examined. Case studies from the Asia Pacific region will be drawn upon for comparative analysis and to develop understanding and skills in international community development practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Think critically;

• Consider the importance of ‘problematising’ an issue thoroughly before a problem can be solved;

• Appraise good habits in observation, data collection, written communications, both personally and professionally, ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications to one’s fellow students and teachers;

• Work autonomously, both alone and in groups, to take initiatives and use the imagination in searching for solutions to problems which are put before them;

• Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study, and to communicate effectively with people whose culture is very different from their own.

Class Contact: Two hours per week for one semester in the form of a seminar/workshop.


Assessment: Essay Two essays (4500 words) 100%
Identify the tension points in advocacy around a range of societal issues and values; wilderness versus human influenced ecosystems; issues-specific advocacy and socioeconomic equity; economic values versus community, cultural and spiritual values; wilderness versus human influenced ecosystems; issues-specific advocacy versus advocacy for social transformation.

On successful completion of this unit, students will be able to:
- Understand the central theoretical and practical aspects of community development work;
- Plan, implement and evaluate community action plans, strategies and projects;
- Provide orientation for overseas students preparing to return to their home countries and for students preparing to work in the community development field.

Class Contact: The equivalent of two hours per week for one semester


Assessment: Essay Reflective essay 50%

ASA5020 THE CHALLENGES OF SOCIAL TRANSFORMATION

On successful completion of this unit, students will be able to:
- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

On successful completion of this unit, students will be able to:
- Articulate frameworks for analysing the processes and outcomes of advocacy and action using both theoretical and empirical inputs;
- Identify and apply contemporary social theory to illuminate the dimensions and dilemmas of contemporary advocacy and activism;
- Undertake analysis of contemporary issues in public advocacy and activism through application of various ethical philosophical perspectives;
- Compose and analyse case studies of public advocacy and action.

Class Contact: This unit is offered with ASA5020 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Ethics paper, case study and presentation (equivalent to 5000 words).

ASA5022 APPROACHES TO GLOBALISATION

On successful completion of this unit, students will be able to:
- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

Locations: Footscray Park,

Pre-requisites: ASA5020 The Challenges of Social Transformation.

Descriptions: This unit of study further develops the initial explorations in The Challenges of Transformation by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5020 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

Locations: Footscray Park,

Pre-requisites: ASA5020 The Challenges of Social Transformation.

Descriptions: This unit of study further develops the initial explorations in The Challenges of Transformation by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).

ASA5021 NEGOTIATING ADVOCACY: CONTEXTS, STRATEGIES, ACTIONS

Locations: Footscray Park,

Pre-requisites: ASA5020 The Challenges of Social Transformation.

Descriptions: This unit of study further develops the initial explorations in The Challenges of Transformation by exploring the circumstances of working in advocacy, focusing upon the ethical dimensions, dealing with difference, sustainability, operating in local to global contexts and making decisions about these fundamentals. Definitions and dimensions of key terminologies and constructs are considered, drawing upon contemporary social theory. These include ideas about civic society, the nation state, governance, rule of law, sustainability, nature and culture, gender, race and leadership. Key elements of successful and unsuccessful campaigns, advocacy and actions are considered, along with notions of measurement and evaluation of campaign outcomes. This unit of study also seeks to set up frameworks for theorising and understanding personal reactions and motivations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the visions and values that motivate advocacy and the various ways that advocacy action can be expressed;
- Understand some of the major frameworks advanced to explain and explore advocacy, and consider the participants’ location within these frameworks;
- Identify the tension points in advocacy around a range of societal issues and outlooks, and develop an appreciation of the participant’s own stance in relation to these tension points.

Class Contact: This unit is offered with ASA5021 over two weeks at the beginning of the course in an intensive mode (equivalent to two hours per week for one semester).

Required Reading: To be advised by lecturer.

Assessment: Journal, Reflective paper, Bibliographic essay (equivalent to 5000 words).
Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify different schools of thought on the meaning and character of globalisation;
- Understand the differences between various dimensions of globalisation: political, economic, cultural and environmental;
- Assess the impact of globalisation on women;
- Identify recent changes in the paradigms used to debate globalisation since September 11, 2001;
- Relate key theoretical debates about globalisation to the concrete practices of civil society organisations;
- Identify the ways different advocacy groups deal with the benefits of globalisation and within its constraints;
- Employ advanced skills of analysis and critique and to use communication and writing skills appropriate to professional advocacy work;
- Produce written reports which show evidence of independent thought and wider research;
- Contribute to and/or facilitate online global forums and interact with the international advocacy community.

Class Contact: Two hours per week for one semester or equivalent online.


Assessment: Exercise Workshop exercises 25%

ASA5023 BUILDING CAPACITY AND MOBILISING CIVIL SOCIETY

Locations: St Albans, Online (Based at )

Pre-requisites: Usually ASA5020 The Challenges of Social Transformation and ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions.

Descriptions: 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 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 social theory, Lehman, JM (ed) 2002, JAI, New York. Globalization: capitalism and its alternatives, Sklair, L 2002, Oxford University Press, Oxford.

Assessment: Project Research project 50%

ASA5024 MANAGEMENT IN NON-GOVERNMENT ORGANISATIONS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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, cooperatives and community businesses. The unit aims to give students a background in relevant theory, e.g. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management. Some of the topics this unit of study will cover are: group dynamics, the recruitment of staff and committee members, motivation of volunteers, personnel issues, committee-employee relations, networking, brainstorming and decision-making, program planning, monitoring and evaluation of ongoing programs and special projects, budgeting, project proposal writing, project management, conflict resolution, negotiating skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
- Identify some of the theory behind organisational development and put it into practice with class exercises. This begins with small-scale group dynamics and group development;
- Recognise the difference between governance and management of an organisation;
- Work with others in organising a small and a large event or get a university or other club or society on its feet;
- Demonstrate skills useful in their professional life and be introduced to some theory which they many or may not use to develop their own professional management style.

Class Contact: Two hours per week for one semester. This unit of study may also be offered in summer semester.


Assessment: Project Research project 50%

ASA5025 PUBLIC ADVOCACY INTERNSHIP

Locations: Footscray Park,

Pre-requisites: Usually ASA5020 The Challenges of Social Transformation and ASA5021 Negotiating Advocacy: Contexts, Strategies, Actions.

Descriptions: The Public Advocacy Internship unit offers students the opportunity to apply their learning in the course along with their previous learning and experience in a task-oriented work integrated learning environment. Students will undertake one day a week for 12 weeks (or equivalent) in an organisation actively involved in advocacy work. Students may use this opportunity to extend their existing areas of expertise and/or to work and learn in a new area of advocacy and action. Students will keep a reflective journal of their internship activities and will produce an evaluative report considering their experiences and contributions against a variety of measures including the organisational strategic plan and evaluation methodologies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply the skills and knowledge acquired in their public advocacy studies to a professional setting;
• Understand the place of advocacy expertise and professionals in an organisational environment with reference to achieving strategic outcomes;
• Advocate and evaluate the advocacy component of a program or project in a written report;
• Compose a reflective practice journal.

Class Contact: Regular meetings with supervisor.


Assessment: Reflective journal of internship experience 30%; Evaluative report of internship project 70%. (Equivalent to 5000 words).

ASAS050 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays and problem-solving tasks, the unit aims to develop students’ skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students’ own styles in dealing with conflict.

Credit Points: 12

Learning Outcomes:
- Compose a reflective practice journal.
- Advocate and evaluate the advocacy component of a program or project in a written report.
- Compose a reflective practice journal.

ASAS055 REGIONAL AND INTERNATIONAL ORGANISATIONS AND POLICY

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation’s policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War, its demise, and the impact of globalisation on the ability of international organisations to achieve their goals is a major theme. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR), the World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trading Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

Credit Points: 36

Learning Outcomes:
- Identify a research question and design a research project to investigate answers to the question;
- Choose an appropriate research methodology and methods and use these methods to collect and analyse data;
- Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;
- Undertake more substantial research projects.

Class Contact: 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.

On successful completion of this unit, students will be able to:

• Undertake more substantial research projects.

ASA6021 PROFESSIONAL PROJECT PAA (FULL-TIME)

Locations: Footscray Park,
Pre-requisites: Completion of eight units of study of the Master of Public Advocacy and Action.

Descriptions: Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Undertake a substantial piece of independent research in conjunction with supporting NGOs.
• Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;
• Undertake more substantial research projects.

ASA6022 PROFESSIONAL PROJECT PAA (PART-TIME)

Locations: Footscray Park,
Pre-requisites: Completion of eight units of study of the Master of Public Advocacy and Action.

Descriptions: Students have the option of undertaking the Professional Project plus two further electives, rather than the minor research thesis. The Professional Project unit provides an opportunity for students to apply their learning in the unit to a practical investigation and presentation of the final product as a 10,000 word written report or equivalent. Students can choose to present their findings in another format accompanied by an exegesis. The outcomes of the Professional Project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting NGOs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Undertake a substantial piece of independent research in conjunction with supporting NGOs.
• Write up the findings in a formal report that includes a brief review of literature, description of the methodology and methods, collection and analysis of data, findings and conclusion and, where appropriate, recommendations;
• Undertake more substantial research projects.

ASA6030 MINOR RESEARCH THESIS (PART-TIME)

Locations: Footscray Park,
Pre-requisites: Completion of eight units of study of the Master of Public Advocacy and Action including an approved Research Methods unit of study.

Descriptions: Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• 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.
• Undertake more substantial research projects.
• Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion;

• Undertake more substantial academic research projects.

Class Contact: As negotiated with supervisor.

Required Reading: As advised by supervisor.

Assessment: Thesis (20,000 words) 100%.

ASC603S MINOR RESEARCH THESIS

Locations: Footscray Park,

Pre-requisites: Completion of eight units of study of the Master of Public Advocacy and Action including an approved Research Methods unit of study.

Descriptions: Students will undertake a substantial piece of independent research in public advocacy to be negotiated between the student and supervisor. The outcomes of the research project will be presented in one or more colloquia, either in person or online, organised in conjunction with supporting non-government organisations. The thesis will be externally examined.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify an academic research question and design a research project to investigate this thesis;

• Choose a research methodology and methods and use these methods to collect and analyse data;

• Apply their academic learning to constructing a formal thesis incorporating a review of literature, a methodology and methods, collection and analysis of data, findings and conclusion;

• Undertake more substantial academic research projects.

Class Contact: As negotiated with supervisor.

Required Reading: As advised by supervisor.

Assessment: Thesis (20,000 words) 100%.

ASC1010 FIELDWORK PLACEMENT 1

Locations: Footscray Park, St Albans,

Pre-requisites:

Descriptions: Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. Students in the International Community Development stream would frequently undertake this placement in an agency with a development focus. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency fieldwork supervisor and the university fieldwork supervisor. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the aims, policies and strategies of a specific community development or human services agency;

• Understand community development and/or human service worker roles in an actual community or agency setting;

• Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency;

• Demonstrate their improved communication and project 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.

Class Contact: One hundred hours placement time, plus fortnightly one-hour fieldwork integration workshops on-campus.

Required Reading: As advised by supervisor.

Assessment: This unit of study is assessed using three instruments. (1) Students are required to keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; this detail is assessed as supervisor/student review together with the Agency supervisor’s brief report confirming the outcomes of the placement and the log of hours worked. (2) Students are required to keep a reflective journal on their fieldwork and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. (3) The university supervisor then makes an overall assessment of the student’s placement, taking into account the student’s report, agency supervisor’s report, final joint assessment meeting, and confirmation of hours worked. Journal A reflective fieldwork journal 40%
advocacy and analyse policy in these areas. Topics covered include: the nature, definition and implementation of human rights, with reference to international treaties and conventions; evolution of social security arrangements in Australia; social security structure and systems; specific social security benefits and associated issues; advocacy on behalf of social security claimants; appeal processes; role of welfare rights workers; social action campaigns on welfare and social security issues.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial

Required Reading: To be advised by lecturer.

Assessment: 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

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: 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 to communication concepts and then considers interpersonal communication theory and its relationship to the social determinants of gender, class and cultural group. In the final section we consider community media, risk communication and community theatre.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply interpretive and communication skills with respect to interviewing advocacy and interpersonal communication;
• Organise meetings, run workshops and negotiate outcomes;
• Clearly grasp the importance of procedural ethics within institutional settings;
• Recognise how differences of gender, class and ethnicity shape and frame communicative relations.

Class Contact: Two hours per week for one semester comprising one two-hour workshop.

Required Reading: To be advised.

Assessment: Includes first semester: a case study exercise (1000 words) 50%; Portfolio exercise 50%.

ASC1041 THE AUSTRALIAN ECONOMY: AN INTRODUCTION

Locations: St Albans,

Pre-requisites: Satisfactory completion of all first-year units of study or equivalent.

Descriptions: This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit.

The aim of this unit of study is to introduce students to: the study of economics, economic processes and the role of the State within capitalist economies; some of the central theory, research and debates within contemporary economics; and examine the economic context of the theory and development of community development in Australia. The unit begins with an introduction to economics and the Australian national economy, proceeds to the study of macroeconomic policy, both within the private sector and in government systems, examines budgetary processes, wage and award systems and technology and analyses debates over equity, social justice, and economic rationalism.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

Required Reading: To be advised by lecturer.

Assessment: 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

Locations: To be advised., St Albans.

Pre-requisites: 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.

Descriptions: This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit.

This unit of study aims to introduce students to the study of politics, policy processes and the role of the State in Australian society, and to the central political structures and processes at local, State and Federal levels. Beginning with an introduction to politics as a field of study and key political concepts, the unit goes on to examine the structures and processes of government, including electoral systems, parliament, executive, bureaucracy, legislative processes, and the legal system. It then examines processes of representation, including parties, the role of independents, and interest groups, as well as case studies of political and social change involving community groups and organisations.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one two-hour lecture and one one-hour tutorial.

Required Reading: To be advised by lecturer.

Assessment: One major research project and one essay on an interest group.

ASC2004 RESEARCH AND FIELDWORK 2

Locations: St Albans,

Pre-requisites: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Implement an action research or PAR project, including design, information-gathering, consultation, analysis, reporting, and feedback phases of the action research cycle;
• Demonstrate field-based experience in an agency in the design, preparation and implementation of all stages of an action research or PAR project.
Class Contact: One one-hour lecture and one one-hour tutorial plus fieldwork placement totalling 100 hours in agency.


Assessment: Students are required to: prepare a short (1000 words) action research or participatory rapid appraisal project brief in conjunction with the second-year field placement 40%; Write a 2500-word report on the project 60%; Keep a reflective learning journal of their fieldwork learning experience and write a 1000-word reflective learning report based on their experience in the fieldwork component (ungraded). Further details of the assessment requirements are contained in the course Fieldwork Handbook.

ASC2010 FIELDWORK PLACEMENT 2

Locations: St Albans,

Pre-requisites:

Descriptions: Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency, fieldwork supervisor and the university fieldwork supervisor.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the aims, policies and strategies of a specific community development or human services agency;
• Understand community development and/or human service worker roles in an actual community or agency setting;
• Demonstrate that they have undertaken a small scale project or organising task in a community development or human services agency;
• Demonstrate their improved communication and project co-ordination skills;
• Understand the linkages between policy, conceptual and theoretical frameworks and community development or human services work in a work integrated learning context.

Class Contact: One hundred hours placement time, plus fortnightly one-hour fieldwork integration workshops on-campus.


Assessment: Students are required to keep a detailed log of the hours worked in the placement time, including time spent working at the placement, travelling time, supervision meetings, and integration workshops; this detail is assessed as supervisor/student review together with the Agency supervisor’s brief report confirming the outcomes of the placement and the log of hours worked. (2) Students are required to keep a reflective journal on their fieldwork and submit a 1000-1500 word end of fieldwork report on what has been learned from the placement in relation to the learning objectives set out in the placement contract. (3) The university supervisor then makes an overall assessment of the student’s placement, taking into account the student’s report, agency supervisor’s report, final joint assessment meeting, and confirmation of hours worked. Journal A reflective fieldwork journal 40%

ASC2021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 3

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit.

This unit of study aims to introduce students to some of the essential features of work and organisations and to give them a grasp of the organisational context of community development. Topics covered include: work and organisations, including bureaucratic organisations; management controls; industrial organisations; unions and professional associations; organisational theories and concepts, particularly relating to power, change, democracy and innovation; implications of organisational theory for community development theory and practice.

Credit Points: 12

Learning Outcomes:

Class Contact: Two hours per week for one semester

Required Reading: To be advised by lecturer.

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

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit.

This unit of study aims to introduce students to: some of the significant theories and practices of empowerment; the theory and practice of conscientisation associated with Paulo Freire, and to the theory and practice of social action. Topics covered include: power and powerlessness; models of empowerment; conscientisation theory; Marxist concepts of alienation and creative labour; feminist theories of power and empowerment; theory and practice of social action, relation of social action to political processes; and studies of Australian action.

Credit Points: 12

Learning Outcomes:

Class Contact: Two hours per week for one semester

Required Reading: To be advised by lecturer.

Assessment: Other Minor assessment 20%

ASC2023 COMMUNICATION FOR SUSTAINABLE DEVELOPMENT

Locations: St Albans, Unless otherwise advised

Pre-requisites:

Descriptions: This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world.
This unit also explores the various schools of development communication, ranging from the Breton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various aspects of development and social change.

The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Identify analytical and creative approaches to communicating social change and development;

• Utilise ICT, radio and other media in development and social change;

• Demonstrate the importance of Indigenous knowledge and scientific knowledge in sustainable development;

• Identify analytical and creative approaches to communicating social change and development.

Class Contact: One hour lecture and one hour tutorial per week for 12 weeks.


Assessment: Presentation Design and present specific development and social change messages for various audiences 30% Total effective word limit 3000 words.

ASC2091 SOCIAL POLICY 1

Locations: St Albans,

Pre-requisites: Satisfactory completion of all first-year units of study

Descriptions: This unit is for pathways only. There are no classes available, therefore students cannot enrol in this unit.

This unit of study aims to introduce students to some of the theoretical debates concerning the State and its role in social policy formation processes, and to the means by which policy outcomes might be changed through community development and social action. The unit includes an introduction to the theory of the State and of welfare and an examination of a range of perspectives on the State, including liberal, Marxist, feminist and crisis theories. It then proceeds to an examination of policy processes at local, State and Federal levels.

Credit Points: 12

Learning Outcomes: .

Class Contact: Two hours per week for one semester

Required Reading: To be advised by lecturer.

Assessment: Essay Major essay 70%
• Present statistical data using charts and tables, including an introduction to the use of SPSS and other software tools for the analysis and presentation of quantitative data;
• Use principal methods of qualitative data analysis, including matrix methods of describing and analysing qualitative materials;
• Write a research report for both specialist and general audiences;
• Demonstrate experience in a fieldwork context of gathering data and information, analysing the data, writing up a research report, compiling recommendations and disseminating outcomes.

Class Contact: One one-hour lecture and one one-hour tutorial or seminar plus a fieldwork placement totalling 100 hours in agency.


Assessment: To be advised.

ASC3021 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 5

Locations: St Albans,
Pre-requisites: 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.

Descriptions: The aim of this unit of study is to introduce students to Australian community studies and to the study of specific regions, particularly the western region of Melbourne. The unit begins with a review of concepts of community studies, examines historical studies of the development of urban communities in Melbourne, and then looks in-depth at recent community studies of both urban and rural communities and community development in the western region of Melbourne.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Recognise the importance of ‘problematising’ an issue thoroughly before a problem can be solved;
• Demonstrate basic searching techniques for material in the library, an electronic data bases, and sources within the community, paying particular attention to use of verbal communication and information from other cultures;
• Demonstrate good habits in written communications, both professionally, (ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others), and by good verbal and written communications to their fellow students and teachers;
• Work autonomously, both alone and in groups, and to take initiative and use the imagination in searching for solutions to problems which are put before them;
• Demonstrate awareness of a range of cultures represented in the class and in other societies which are the focus of their study;
• Communicate effectively with people whose culture is very different from their own.

Class Contact: Two hours per week for one semester comprising lectures and seminars.


Assessment: A hypothetical role-playing community action meeting 20%; Written community social action plan (2000 words) 40%; Project management plan (2000 words) OR Essay analysing the relation of theory to practice in a specific campaign or project (2000 words) 40%.

ASC3022 COMMUNITY DEVELOPMENT: THEORY AND PRACTICE 6

Locations: St Albans,
Pre-requisites: Successful completion of second-year BA or Associate Diploma in Community Development Theory and Practice units of study (or their equivalent).

Descriptions: The aim of this second semester, third-year unit of study is to consolidate students’ understanding of some central theoretical and practical aspects of community development strategies and methods. There is particular emphasis on the strategies and dynamics of social action campaigns, and on community development project management. The phases and processes of social action are discussed, including the planning and development phase, the mobilisation phase and alliance-building. Specific methods to be discussed include political lobbying, legal action, media and networking strategies, and non-violent methods of protest and direct action. Students are required to demonstrate that they are successfully able to reflect on and integrate their own practice as community development workers in the context of relevant and appropriate theory, have the ability to plan, implement and evaluate community action campaigns, and have the ability to manage community development projects.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate knowledge of and experience in developing community partnerships in local settings, in an age of globalisation.
• Demonstrate experience in a fieldwork context of gathering data and information, analysing the data, writing up a research report, compiling recommendations and disseminating outcomes.
• 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.

ASC3031 COMMUNICATION THEORY: WORKSHOPS A

Locations: St Albans,
Pre-requisites: Successful completion of the second year BA or Associate Diploma of Social Science (Community Development) Communication Workshop units of study (or their equivalent).

Descriptions: Communication Theory Workshops A and the linked second semester unit of study, Communication Workshops B, aim to consolidate students’ theoretical understandings and practical skills in the various levels of communication encountered in community development settings. Workshops B focuses on practical communication skills which assist in social change and good community development practice. The writing segment of the unit focuses on writing for media, the research
section on freedom of information and report writing and the communication section on video production and cross-cultural communication. Workshops A considers: basic communication theory and its relationship to the social determinants of gender and class; the role of democratic communication in capitalist societies; theories of public communication and media communication; strategies for community media; democratic styles of communication; and the role of community education.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate familiarity with a range of communication strategies, ‘forms’, content and narrative structures involved in public print and electronic media;
- Demonstrate writing and expression skills to a standard that is acceptable in the performance of the full range of community development work;
- Demonstrate a grounded — theoretical and practical — understanding of interpersonal communication, public communication, mass communication and the key social determinants of class, culture, gender, race and ethnicity, which are integral to, and fundamentally affect and shape, communication in a socially, economically, culturally and linguistically diverse community;
- Critically analyse various aspects of communication and be able to ‘read’ and interpret media communications at a sophisticated level required for community work.

Class Contact: Two hours per week for one semester comprising one one-hour lecture/workshop and one one-hour tutorial.

Required Reading: To be advised.

Assessment: First semester: Case study exercise (1000 words) 50%; Portfolio exercise 50%.

ASC3095 CONFLICT RESOLUTION IN GROUPS AND COMMUNITIES

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays, and problem-solving tasks, the unit of study aims to develop students’ skills in understanding and practising appropriate means of resolving or managing conflicts. The elective commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intra group conflicts, cultural and inter group conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students’ own styles in dealing with conflict.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising one three-hour seminar/workshop.


Assessment: Assessed role-play 40%; Essay (3000 words) analysing a particular dispute 60%.

ASD1560 FINANCIAL MANAGEMENT IN AGED SERVICES

Locations: City Flinders, Off-campus

Pre-requisites: Basic Excel experience.

Descriptions: This unit of study provides basic and essential knowledge of financial management in aged services. Topics include: industry overview and financial management issues; financial implications of legislation; accounting concepts and application; introduction to management; financial reporting; accounting and computer systems; development and management of staff rosters; payroll processing and roster systems; financial planning and computer spreadsheet exercises related to high and low care residential facilities and SRSs; financial management of community care packages; and financial management of HACC services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of the aged care industry and its market segments;
- Understand the various financial issues facing all stakeholders in the aged care industry;
- Demonstrate an awareness of accounting concepts as applied to aged care;
- Demonstrate greater awareness of both internal and external financial reporting requirements for aged care;
- Understand accounting and computer systems utilised by aged care service providers;
- Demonstrate greater understanding of financial management strategies available to an aged services manager;
- Understand the funding arrangements and the financial management techniques for both residential and community aged care service providers;
- Demonstrate greater understanding of financial management issues in relation to capital projects.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: To be advised.

Assessment: Assignments and practical delivery 100%.

ASD1571 HUMAN RESOURCE MANAGEMENT IN AGED SERVICES

Locations: City Flinders, and Off-campus

Pre-requisites: Nil.

Descriptions: This unit of study provides a sound introduction to the principles and practice of human resource management in aged service organisations. Human resource management is a very broad area and topics covered include: personnel recruitment and selection; staff retention; organisational behaviour; performance management; and industrial relations and legislative requirements for aged service providers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the importance of human resources in the aged care services;
- Demonstrate a detailed understanding of human resource issues in the aged care services;
- Identify human resource legislations that relate to aged care services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.


Assessment: Online practical exercises and project business plan 100%.
ASD1650 OPERATIONAL AND MATERIAL RESOURCE MANAGEMENT
Locations: City Flinders, and Off-campus
Descriptions: Operational and Materials Resource Management is a unit of study designed to provide students with experience and knowledge that reflects, as closely as possible, the workplace environment. This entails students becoming involved in an active learning experience, which provides opportunities for lateral thinking and through collaborative discussion and assessment, evaluate performance and ideas against objective measurements. This unit critically examines traditional procedures and approaches to best business practice and high performance generation. It facilitates strategic planning to ensure robust and appropriate operational measures in a changing and highly regulated aged services organisational environment.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand traditional business procedures and approaches;
- Demonstrate knowledge and understanding of organisational structure and board governance, the roles of the Board and the Executive;
- Demonstrate practical experience in preparing reports and business plan development procedures;
- Demonstrate knowledge of operational financial management, human resource planning and management, and purchasing and outsourcing services;
- Understand, at a basic level, the role of technology and marketing in aged care;
- Demonstrate adequate knowledge of maintenance systems including fire prevention and protection, communications and security systems;
- Demonstrate a fundamental understanding of the importance of building design and operational efficiency and Building Code of Australia and Certification.
Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.
Required Reading: Students will be provided with selected study materials.
Assessment: Online exercises and major report 100%.

ASD4000 UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE
Locations: City Flinders, and Off-campus
Pre-requisites: Nil.
Descriptions: This unit of study is focused on the anatomy and physiology of dementia, its behavioural and biomedical treatment and management, and how it impacts on significant others. Topics covered are: cognitive and sensory functioning in normal ageing; cognitive impairment; types of dementia; diagnosis and assessment; behavioural and psychological symptoms of dementia and their management; communication strategies; transitions in care and maintaining lifestyle and daily living.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Adopt a critical, reflective approach to management and practice in dementia services;
- Understand the course of dementing illnesses (pathway of dementia) that is expected by persons, their families, social and community networks, their workplaces and service providers who support them;
- Demonstrate knowledge of normal and pathological anatomy, physiology, signs and symptoms of dementia;
- Demonstrate knowledge of current research into the management and treatment of dementing illnesses.
Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.
Assessment: Online exercises and written assignments 100%.

ASD4001 SOCIAL AND POLITICAL ASPECTS OF AGEING
Locations: City Flinders, and Off-campus
Pre-requisites: Nil.
Descriptions: The central aim of this unit of study is to answer the question: How and why do older people become clients of aged and community services, and why are some more likely to become clients than others? This unit will use a sociological framework to examine a number of social transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people. It proceeds to examine the social and political factors which influence policy planning and development in response to the needs that arise in the course of these transitions and the key social determinants that may influence on these social transitions. Particular attention is given to the Commonwealth, State and local governments’ roles, policies, legislation and funding for aged services programs including housing, health, employment, retirement benefits and health, community and aged services.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the main transitions of ageing in the context of Australian society and factors affecting outcomes of these transitions for older people;
- Understand, at a basic level, ageing from a sociological and political perspective;
- Demonstrate an awareness of the social indicators of ageing well and familiarity with some tools for assessing wellbeing;
- Demonstrate an awareness of the social and political factors which influence policy planning and development;
- Demonstrate knowledge of the background to policy initiatives in the Australian health, welfare, community and residential care programs;
- Demonstrate knowledge of current Commonwealth, State and local governments’ roles, policies, legislation and funding in aged services programs including housing, health, employment, retirement benefits and incomes;
- Demonstrate a basic understanding of ethical and professional issues in policy development and planning and administration of aged care programs;
- Demonstrate an introductory knowledge of the issues of guardianship and advocacy for older people.
Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.
Assessment: Life transition study 40%; Written assignment 60%.

ASD4002 QUALITY MANAGEMENT IN AGED SERVICES
Locations: City Flinders, and Off-campus
Pre-requisites: Nil.
Descriptions: This unit of study provides students with an introduction to essential concepts and skills in aged services and service management. The unit provides an appreciation of key concepts and principles in establishing effective and efficient best practice in management and management systems; an awareness of the need to develop an integrated approach to quality management in terms of human,
technical, legislative and environmental elements; an introduction to the tools and methods of continuous improvement; and an introduction to the implementation and evaluation of quality management in aged services covering residential and community services in the public and private sectors.

Credit Points: 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate adequate knowledge of theories and concepts of quality management;
- Demonstrate knowledge of quality management in the aged care services;
- Understand the contribution of the quality functions towards the Government’s accreditation process;
- Understand the background to policy initiatives on providing quality care to Australian health, welfare, community and residential care programs;
- Demonstrate adequate knowledge of current Commonwealth, State and local governments’ roles, policies, legislation and funding in aged services programs, including housing, health, employment, retirement benefits and incomes towards maintenance of service quality;
- Demonstrate an understanding of ethical and professional issues in the administration of service quality within their own workplace.

**Class Contact:** Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

**Required Reading:** Students will be provided with selected materials.

**Assessment:** Online exercises and written assignment(s) 100%.

**ASD4005 GRADUATE READINGS IN AGED SERVICES (ELECTIVE)**

**Locations:** City Flinders, and Off-campus

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will provide the opportunity for students to pursue their own interest in a particular field of study related to understanding the management and context of management skills in aged services. The unit will also extend insight and awareness of the issues pertinent to quality management in aged services in the selected area of reading. In addition to addressing prescribed readings, students will be expected to search the literature for pertinent material and to prepare a comprehensive annotated bibliography on the readings.

**Credit Points:** 12

**Learning Outcomes:** To be advised.

**Class Contact:** As arranged with unit co-ordinator.

**Required Reading:** Nil.

**Assessment:** Annotated bibliography (4500 words) comprising annotations for readings including books, journal articles and reports with a minimum of 12 readings 100%.

**ASD4008 MANAGEMENT ETHICS AND SOCIAL RESPONSIBILITY IN AGED SERVICES**

**Locations:** City Flinders, and Off-campus

**Pre-requisites:** Nil.

**Descriptions:** This unit of study is designed to give students an understanding of ethical issues, which arise when managing facilities and services for older adults. Students will develop a basic understanding of ethical terms, principles and concepts used in the unit readings and an overview of philosophical principles employed in decision-making and policy planning and administration. The unit will address issues relating to: allocation of resources; policy and practice in residential and community care, eg. restraint; non-compliance; not-for-resuscitation orders; dying with dignity; ethics in business; family/surrogate or community responsibility for care; research and older people; and quality of life issues. The syllabus will also include discussions on institutional ethics committees and their establishment and role within different institutional and community settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate an awareness of theoretical frameworks underlying arguments and decision-making in ethics;
- Demonstrate a basic knowledge of ethical concepts;
- Identify key ethical issues in aged services and dementia care;
- Distinguish between legal and ethical issues and their interrelation;
- Understand the distinction between personal opinion and ethical reasoning;
- Assess and analyse relevant elements in ethical dilemmas and contribute to problem-solving in the aged services and dementia care settings;
- Demonstrate an awareness of the professional approaches to competence for ethical decision-making and informed consent;
- Understand the ethical issues related to an organisational culture;
- Critically reflect on advanced directives in the context of ethical decision-making;
- Demonstrate an awareness of the imperative of integrity in business management in aged services and ability to operate ethically;
- Take leadership in promoting and facilitating policy and guidelines for ethical practice in aged and dementia care services.

**Class Contact:** Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

**Required Reading:** To be advised by lecturer.

**Assessment:** Case study presentation and report 40%; Written assignment (3000 words) 60%.

**ASD4102 PERSON-CENTRED APPROACHES TO DEMENTIA SERVICES**

**Locations:** City Flinders, and Off-campus

**Pre-requisites:** (or corequisite) ASD4000 Understanding Dementia or equivalent.

**Descriptions:** The focus of this unit of study is on enabling person-centred approaches in services and organisations whose clients are people with dementia. This unit examines how a person’s individuality and uniqueness is part of a larger system, and how organisations can operate and work within the system to ensure a person-centred approach to the provision of care and services. Topics covered include: an understanding of the rapidly developing bureaucracy surrounding dementia as a national priority; integrated service models of care provision; systems context and construction of a person-centred service; health promotion and community education strategies; isolation and functional interdependence; community capacity building; understanding diversity; person-centred plans and evaluative planning styles; and service frameworks for a person-centred dementia specific service.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Critically reflect on current care practices within their own work setting and identify areas deficient in the provision of person-centred care;
- Design, implement and facilitate person-centred care and case management practices that enhance the quality of life and wellbeing of the person with dementia, and his/her family and/or relatives, friends and community;
- Plan and implement appropriate best practice in residential facility and community settings.
ASD4105 LEADERSHIP, INNOVATION AND CHANGE

Locations: City Flinders, and Off-campus

Pre-requisites: Nil.

Descriptions: During the next decades of the 21st century, the global ageing of populations will challenge every nation’s ability to ensure leadership by qualified health professionals and managers to reshape and improve health care delivery systems. This unit of study will explore the attributes of the professional leader-manager in community, aged and dementia specific services. It begins by examining the theoretical approaches to styles of leadership to address issues such as change management, teamwork, communication skills and innovative models and strategies directed towards client-centred care. It proceeds to examine how leaders within the industry can validate and increase the knowledge base of the field and apply an evidence-based approach to best practice in a diverse and multicultural environment of community, aged and dementia specific services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge, skills and attitudes required by a professional leader-manager in aged and dementia specific care and services;
• Demonstrate knowledge of the theories and styles of leadership;
• Use leadership skills to facilitate best practice in aged and dementia specific care;
• Facilitate workplace communication and conflict management;
• Identify and respond appropriately to actual, and potential, issues or practices impacting on the attainment of a quality delivery of services for all consumers;
• Demonstrate the principles of evidence-based health service evaluation to enhance a critical, reflective approach to learning and practice in dementia services.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with a selected reading list.

Assessment: Case study report and written assignment 100%.

ASD4106 DEMENTIA PROJECT: PRACTICAL EXPERIENCE FOR SERVICE PROVIDERS

Locations: City Flinders, and Off-campus

Pre-requisites: ASD4000 Understanding Dementia; ASD4102 Person-centred Approaches in Dementia Services; ASD4105 Leadership, Innovation and Change.

Descriptions: This practical project is designed to identify key issues related to dementia care and services in the workplace. The unit of study will bring together key aspects of the prerequisite units to enable students to identify and apply knowledge, insights and skills to their workplace project. Students will submit a project proposal for approval by the course co-ordinator. This will be endorsed by the manager of the relevant facility, service or organisation. In order to complete their project, students will be provided with unit criteria based on the overall course objectives and the key aspects of the prerequisite units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Critically evaluate service provision and identify the opportunities for improvement;
• Plan, develop and report on innovative programs and projects, and define areas for further research;
• Liaise and communicate effectively with other professionals in the field.

Class Contact: Two-hour seminars for on-campus students and online for off-campus students.

Required Reading: To be advised by lecturer.

Assessment: Report Personal journal based on reflective experience and written project report (4000 words) 100%

ASD4107 HUMANISTIC DESIGN FOR PERSONS WITH DEMENTIA

Locations: City Flinders, Off-campus

Pre-requisites: ASD4000 - UNDERSTANDING DEMENTIA: A MULTIDISCIPLINARY PERSPECTIVE

Descriptions: This unit of study provides students with an understanding of the design and assessment of physical environments for persons with dementia, and development of appropriate design solutions for this population. Designed physical environments are discussed in relation to theory of place, ageing in place and age-related changes in sensory, perceptual and cognitive functioning. Specific environments include the home environment, residential facilities, public buildings, hospitals, shopping centres, outdoor gardens and the urban forms. Issues of falls and risk of injury, way finding, wandering, disorientation and behaviours of concern are addressed. Designed environments are also considered from the perspective of a workplace, recreation or living space for other stakeholders.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Assess and evaluate the design of environments used by persons with dementia;
• Identify aspects for improvement;
• Communicate recommendations to colleagues and design professionals.

Class Contact: Two hours per week for one semester comprising of one-hour lecture and one-hour tutorial. Manual and online delivery for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Assignment Online exercises and written assignments 100%
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Investigate and provide sources of ideas on topics related to aged services;
- Provide the relevant context for their study;
- Utilise sources of information on research already done by others;
- Show where their study ‘fits’ what is known about the topic;
- Compare and contrast different authors’ views of the topic;
- Critique methodological or theoretical ideas;
- Make clear the relationship of previous research to their own topic;
- Utilise information that is an integral or supportive part of the research;
- Appreciate various theoretical interpretations of the findings of past studies and understand methodological issues of past studies;
- Recognise the gaps in current understandings of the topic in question.

Class Contact: Two hours per week have been allocated to this unit of study in semester one.

Required Reading: To be advised by lecturer.

Assessment: Report Written report (5000 words) 100%

ASD5004 MINOR THESIS (FULL-TIME)

Locations: City Flinders,

Pre-requisites: Completion of Graduate Diploma Program Streams 1 or 2 or equivalent.

Descriptions: This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Research thesis (15,000-20,000 words) 100%. Examination of the thesis will be by one internal academic staff member and one external examiner.

ASD5006 INDUSTRY-BASED PROJECT (FULL-TIME)

Locations: City Flinders, (on-campus or off-campus mode)

Pre-requisites: Completion of the coursework component of the program.

Descriptions: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: To be advised by supervisor.

Required Reading: To be advised by lecturer.

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)

Locations: City Flinders,

Pre-requisites: Completion of Graduate Diploma Program Streams 1 or 2 or equivalent.

Descriptions: This Minor Thesis unit of study is intended to provide students with an opportunity to undertake independent inquiry into an area of personal interest, applicable to aged services management. The student normally will carry out the research project previously proposed in AHQ0001 Introduction to Research Design and Methods. The thesis should reflect the whole research process from identification of a problem, the literature review, the critique and reflection of other relevant studies, data collection appropriate for the chosen methodology, analysis, interpretation and discussion of results and reporting at a standard commensurable with a Master’s degree award. There will be one internal supervisor, from a relevant area of the Faculty of Human Development.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Individual contact with supervisor(s). Students and supervisors will make mutually agreed arrangements for discussion of thesis progress. Full-time students will be required to commit approximately 13 hours per week over one semester to research. Part-time students will be required to commit at least six hours per week over two semesters.

Required Reading: Readings will be recommended by the supervisor relevant to the selected topic in addition to readings researched by students.

Assessment: Research thesis (15,000-20,000 words) 100%. Examination of the thesis will be by one internal academic staff member and one external examiner.

ASD5016 INDUSTRY-BASED PROJECT (PART-TIME)

Locations: City Flinders, (on-campus or off-campus mode)

Pre-requisites: Completion of the coursework component of the program.

Descriptions: Students will develop a proposal to reflect an area of investigation that has the potential to enhance their professional development and to contribute to the knowledge base within the aged care sector. Students will then implement a project such as the development of a manual, service program, policy, or a critical evaluation of services against standards and industry benchmarks. The topic that is chosen should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: To be advised by supervisor.

Required Reading: To be advised by lecturer.

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.
should allow the student to demonstrate the ability to define a problem, develop a methodology appropriate to the unit of study and apply it to the project criteria. Good data collection and analysis skills will need to be demonstrated. The project should also demonstrate a high level of written communication skills, made evident by the submission of a suitably formatted project in which the topic is described in detail, results, discussion and conclusion elaborated. Where possible, students will be encouraged to choose a project topic that would involve the collaboration of other staff within their place of employment. Students will nominate a supervisor in the workplace who will perform the role of a mentor/resource person. The supervisor will liaise with the University Principal Investigator for the project. Students may be required to attend seminar presentations, as specified by the supervisor at the commencement of the unit.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Approximately equivalent to 13 hours per week over one semester or 6.5 hours per week over two semesters.

Required Reading: To be advised by supervisor.

Assessment: Project report (15,000-20,000) 100%. Examination of the project will be by one internal academic staff member and one external examiner from an area of appropriate expertise.

ASD7000 THESIS (FULL-TIME)

Locations: To be advised., Not applicable.

Pre-requisites:

Descriptions: In this unit of study, students negotiate a research project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

- Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 50,000 words 100%. Examination of the project by two external examiners from national and international fields. The research will contribute significant knowledge to the practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASD7001 THESIS (PART-TIME)

Locations: To be advised., Not applicable.

Pre-requisites:

Descriptions: In this unit of study, students negotiate a research project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic related to/or contextualised within the workplace; develop a comprehensive literature review; develop a suitable methodology, data collection and data analysis; develop an ethics application; carry out data collection and analysis; provide a derivation of conclusions and recommendations; present a professionally prepared thesis of doctoral level for examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Produce an original project/research on professional practice at doctoral level for examination. This research project will contribute significant knowledge to the practice/organisational context of the workplace in an accessible form for practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 50,000 words 100%. Examination of the project by two external examiners from national and international fields. The research will contribute significant knowledge to the practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASE1101 HEALTH

Locations: St Albans, Pre-requisite(s) Nil

Pre-requisites:

Descriptions: This unit analyses the health and well being of ethnically and culturally diverse communities. It also examines the health of indigenous populations First Nations within Australia and elsewhere. The unit explores how the health disadvantage of these communities is rooted in wider historical and cultural processes specifically, those relating to cultural displacement, migration and social dislocation. The unit seeks to illustrate why and how sociological knowledge is essential to understanding health and well being issues in general nursing practice. Questions of cultural safety and competence are examined and the direction of current health policy and practice critically appraised.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- demonstrate knowledge of the social impact of cultural displacement and the social designation refugee;
- discuss the effect of colonial settlement on the cultural organisation and health of different indigenous populations within Australia;
- illustrate how different policy approaches and practices have shaped and framed social and health outcomes within Australia;
- discuss what is meant by the biomedical model;
- develop a critique of the limitations of a purely biomedical approach;
- demonstrate a clear understanding of the contours and principal health issues confronting immigrant populations and indigenous communities;
- understand the importance of culturally appropriate nursing and health services and modes of delivery;
- be familiar with terms such as cultural safety and cultural competence;
- identify gaps within the current provision of medical and health care services and strategies;
- recognise the plurality of issues within the provision of health care to ethnically diverse communities and appreciate the significance of particular cultural knowledge and practices; and
- develop interpretive skills with respect to the formation and delivery of nursing and health services within socially diverse communities.

School of Social Sciences and Psychology
Class Contact: 1x2hr and 1x1hr lecture 1x2 hour tutorial


Assessment: 1. In pairs students will present one tutorial presentation (20 minutes; 10 minutes per student). Tutorial presentations must address the relevant list of questions provided for the weekly topic. Presentations may take any form but must seek to engage the class. (15%) 2. Tutorial paper (1000 words) (35%) 3. A research essay (approx. 1500 words) (50%) 

ASE1311 INTRODUCTION TO SOCIOLOGY

Locations: St Albans,

Pre-requisites: Nil

Descriptions: The aim of this unit of study is to introduce nursing students to the major concepts in sociology. It aims to develop an awareness of social, cultural and historical contexts in which issues of health and illness impact on the practice of nursing and on the distribution and delivery of health care in Australia. It situates the examination of health care issues within an exploration of critical sociological perspectives. In particular, it examines the distribution of health and illness, the nursing profession and the health care system, and their relationship to social class, gender, ethnicity and religion, as these categories are articulated in the Australian community. It also offers a sociological critique of the dominant paradigms of medical practice.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: A total of 48 hours over one semester comprising lectures, tutorials, seminars and workshops.

Required Reading: Germov, J 1999, Second opinion, Oxford University Press, Oxford. (A Book of Readings prepared for this unit of study will also form part of the required reading)


Assessment: Continuous assessment through weekly journal entries on set questions requiring research and reflection 40%; Scenario and problem-based learning exercises dealing with specific situations/issues within Indigenous health 40%; Tutorial presentation and written report 20%.

ASE1320 SOCIOLGY OF INDIGENOUS HEALTH

Locations: St Albans,

Pre-requisites: Nil

Descriptions: This unit of study includes an examination of: the historical and social contours of current Indigenous health disadvantage; significance of past and present policies (protection, assimilation, self determination) on Indigenous communities; epidemiological profile of Indigenous health in contemporary Australia, (morbidity, mortality); limitations of the biomedical tradition in relation to Aboriginal and Torres Strait Islander populations; social and medical requirements for improving ‘Aboriginal’ health status; innovative initiatives and strategies within ‘Aboriginal’ health policies and service provision; and value of sociological approaches for understanding Indigenous health issues.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of the social impact of colonial settlement on the cultural organisation and health of different Indigenous populations;

• Illustrate how different policy approaches and practices have shaped and framed social and health outcomes for Indigenous communities across Australia;

• Demonstrate a clear understanding of the contours and principal health issues confronting Indigenous communities;

• Understand the importance of culturally appropriate nursing and health services and modes of delivery;

• Identify lacunae within the current provisioning of medical and health care services and strategies;

• Recognise the plurality of issues within Indigenous communities and appreciate Indigenous cultural knowledges and practices;

• Demonstrate interpretive skills with respect to the formation and delivery of nursing and health services in Indigenous communities.

Class Contact: Equivalent of 40 hours.


Assessment: Continuous assessment thought: 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%.

ASH2001 HISTORY AND MEMORY

Locations: Footscray Park,

Pre-requisites: Nil

Descriptions: This unit deals with Histories and Futures, the ways in which we use the past as individuals, families, groups, communities, and even nations, in order to gain agency in the wider world. This unit explores the uses of history made by individuals, families, neighbourhoods, communities, ethnic groups and nations in seeking to resolve conflicts, traumas, ambiguities and other personal troubles. Human memory is crucial to oral history and other important historical methodologies. The unit is designed for students of History, Political Science and Sociology. Students will be expected to use a wiki designed for this unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Understand the role of memory in human communities;

• Demonstrate conceptual and historiographical skills;

• Practise using wikis in student learning;

• Improve levels of accuracy in transcription;

• Develop their capacity to prepare exegetical summaries.

Class Contact: Equivalent to two hours per week comprising of workshops and lectures.


Assessment: ICT (Wiki, Web sites) Students will contribute to a wiki 30% Total effective word limit 3000 words
ASH2002 HISTORIES OF IMMIGRANT AUSTRALIA

Locations: Footscray Park,

Pre-requisites: 

Descriptions: Australia is the product of significant waves of immigration whose history is contested. The institutions built by immigrants provide a physical fabric within which to inscribe these remembered and written histories.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate skills in researching the history of social groups, including their own;
- Demonstrate fresh insights into the historiographical and conceptual debates in history;
- Practise new applications in multimedia and traditional printed texts;
- Present their findings to community groups in spoken form;
- Interpret material objects and artefacts in relation to traditional historians’ documentation.

Class Contact: Equivalent to two hours per week comprising of workshops and lectures.


Assessment: Practicum Site analysis 30% Total effective word limit 3000 words

ASH4001 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park, St Albans,

Pre-requisites: Completion of two Honours coursework units at an Honours level.

Descriptions: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

Learning Outcomes: On completion of this unit, students will be able to:

- Have developed and used the skills necessary to conduct a research project;
- Have developed the skills needed to present a formal written thesis;
- Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment

ASH4002 HONOURS THESIS (PART-TIME)

Locations: Footscray Park, St Albans,

Pre-requisites: Completion of two Honours coursework units at an Honours level.

Descriptions: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

Credit Points: 24

Learning Outcomes: On completion of this unit, students will be able to:

- Have developed and used the skills necessary to conduct a research project;
- Have developed the skills needed to present a formal written thesis;
- Be able to demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

Required Reading: The student’s selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment

ASH4003 KEY DEBATES IN THE HUMANITIES AND SOCIAL SCIENCES

Locations: Footscray Park, St Albans,

Pre-requisites: Completion of three years of an approved BA course.

Descriptions: 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.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to;
• Discuss a range of the relatively new fields of study which have emerged in the humanities and social sciences;
• Understand some of the recent theoretical debates within the humanities and social sciences;
• Evaluate different conceptual frameworks employed by various disciplines to interpret current social issues;
• Apply advanced skills of analysis and synthesis relevant to research within these fields;
• Understand some of the diverse methodologies that inform research in these fields.

Class Contact: Three hours per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Review essay 25% (2000 words); Seminar paper 20% (1500 words); Journal Exercise 10% (EWW 750) Research Essay 45% (3500 words).

ASH4011 SOCIOLOGY HONOURS

Locations: St Albans,

Pre-requisites: Completion of an appropriate sociology major in Asia-Pacific Studies, Policy Studies or equivalent.

Descriptions: This unit of study examines the ways in which knowledge is structured and transmitted in sociological debates. Attention will be paid to interpretative and methodological problems in particular areas of study relevant to the student’s honours thesis.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate an increased ability to recognise various theoretical underpinnings of particular kinds of analytical applications within the social sciences;
• Recognise and demonstrate the potential different kinds of conceptual and theoretical frameworks of their own research projects.

Class Contact: This unit of study will be offered by directed-study and/or seminars.

Required Reading: To be determined in consultation with the student.

Assessment: Seminar paper 50%; Reflective essay 50%.

ASH5001 COMMUNITY SERVICES (IDEOLOGIES IN PRACTICE)

Locations: Footscray Park,

Pre-requisites: Admission to any postgraduate course.

Descriptions: The major content of this unit will cover: the epistemology and the disciplinary positioning of social theory or theories; the social, cultural, political, historical positioning of current social science theories; an exploration of the ideas of intellectual thinkers of the social; an examination of theories regarding gender, race, ethnicity and Indigenous knowledge; examination of current debates in the context of the social sciences relating to the community services sector more generally; an identification of how professional knowledge is constructed. Linking theories with practice will underscore all content.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Critically understand social theories and how they reflect changes in thinking;
• Connect theory development, research and scholarship;
• Engage with relevant theories through critically applying them to a variety of social phenomena;
• Critique theories of the social and critically situate theories within their social, cultural, political and historical contexts;
• Identify how knowledge is constructed and recognise the ambiguity inherent in social science knowledge and its application to community service practice.

Class Contact: In selected format averaging three hours per week.


Assessment: Essay (3000 words) chosen from selected topics 60%; Workshop of a selected topic which students relate and apply to current professional context 20%; Reflective journal on learning 20%.

ASH5002 INTEGRATING THEORY, RESEARCH AND PRACTICE IN COMMUNITY SERVICES

Locations: Footscray Park,

Pre-requisites: ASH5001 Community Services (Ideologies in Practice).

Descriptions: Topics related to research theory and design, specific approaches, data collection and methods of analysis will be explored in the context of theory development and integration, ethics, the logic and structure of knowledge acquisition and action, and preparing and presenting investigations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Critically analyse and map the issues and connections between theory, research and practice in a chosen speciality;
• Plan and undertake investigation, analysis and interpretation of documents, policies or services in order to critically reflect on both process and outcomes;
• Integrate and present their work.

Class Contact: In selected format averaging three hours per week.


Assessment: Major piece of theoretical and practical work to be determined in negotiation with the unit of study co-ordinator 60%; Seminar presentation to be negotiated from students’ self-learning goals 40%.

ASH5003 SUPERVISION FOR PROFESSIONAL PRACTICE IN COMMUNITY SERVICES

Locations: Footscray Park,

Pre-requisites: ASH5001 Community Services (Ideologies in Practice); Practice of supervision.

Descriptions: Topics will include: identification of ideologies, philosophical concepts in supervision; socioeconomic and political influences of supervision; anti-
discriminatory practice and supervision; ethics, power, language and professional responsibilities; organisational constraints; supervision from below; evaluation practices.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Build on the theoretical understandings of ASH5001 Community Services (Ideologies in Practice);
- Critically evaluate the contributions of class, ‘race’, age, ability, sexuality, gender and power on theories and practices of supervision;
- Critically evaluate the role and function of the supervisor, including the personal influence of values, ethics, codes of practice, use of language and professional bias;
- Critique the professionals’ use and ownership of knowledge and its implications;
- Critically evaluate organisational context on the supervisory role and examine the impact of managerialism and professionalism on the contemporary practice of supervision.

**Class Contact:** In selected format averaging three hours per week.


**Assessment:** Seminar presentation (20 mins) 30%; Organisational analysis essay (3000 words) 50%; Reflective journal 20%.

**ASI1001 SOURCES OF ASIAN TRADITIONS**

**Locations:** Footscray Park,

**Pre-requisites:**

**Descriptions:** With a focus on China, Japan and South Asia (India, Pakistan and Bangladesh) this introductory Asian Studies unit uses objects, images and events from art, literature and history to explore key founding themes and shifts shaping culture and society in traditional Asia. Students learn to read the past by learning from art, literature and history to explore key founding themes and shifts shaping culture and society in traditional Asia. Students learn to investigate the origins of industrialisation, colonialism, postcolonialism and globalisation as well as the rise of cultural and social forces such as secularism, individualism, urbanisation, alienation, mass culture and postmodernity. Students also develop tools for cultural and social critique that enables them to analyse and understand the diverse trajectories of Asian cultural history.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate understanding of the Asian region’s historical role in the creation of the modern world;
- Analyse cultural and social artefacts and texts in terms of class, gender and national discourses;
- Understand the diversity of conditions and forces shaping human cultures and societies;
- Demonstrate knowledge and skills for continuing advanced study of Asian cultures and societies.

**Class Contact:** Two one-hour lectures and one one-hour tutorial.

**Required Reading:** The first listed text, *Literatures of Asia* is also used in ASI1001 (purchase of this text is recommended). The second listed text is available online as an e-book through VU Library and therefore purchase is not required. *Literatures of Asia* from antiquity to the present, Barnstone, T 2003, *Upper Saddle River, NJ: Prentice Hall Asia*: cultural politics in the global age, Birch, D (et al) 2001, James Bennett *Etelé Crows Nest, NSW: Allen & Unwin*

**Assessment:** Review Three reviews of selected works of Asian literature or art (3 x 400 words, 15% each) 45%

**ASI3001 FILM, ART AND PERFORMANCE IN ASIA**

**Locations:** Footscray Park,

**Pre-requisites:**

**Descriptions:** This unit explores connections between traditional Asian visual and performing arts and contemporary filmmaking in Asia. This will include detailed analysis of recent feature films that portray traditional performance such as *The Story of Churbyang* (pansori, South Korea), *Farewell My Concubine* (Peking opera, China) and *The Last Dance* (kathakali, India). Themes covered include the traditional social context of performance arts in Asia, the translation of traditional performance arts to cinema, and the impact of cinema on performance history.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Write on Asian performance traditions;
- Explore and interpret art forms cross-culturally;
- Analyse performance and cinema in historical context;
- Devise structuralist, hermeneutic and/or post structuralist approaches to art.

**Class Contact:** One 2 hour seminar per week.

**Required Reading:** Reader available from VU Bookshop and online readings via VU Library.
ASL1003 CRIMINAL JUSTICE SYSTEM

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include an examination of: major institutions of the criminal justice system in their social and historical context, including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Recognise and engage with different kinds of conceptual tools that can be used to analyse the operations of the Australia criminal justice system and comparable justice systems in other parts of the word;
- Apply analytical tools productively in a way that engages with present challenges and aspects of change in the justice systems.

Class Contact: One two-hour lecture plus one one-hour tutorial per week. Total study hours of at least nine hours per week.


Assessment: Preliminary assignment focusing on written communication; Tutorial exercise (1000 words); Final essay (2500 words). Students may be required to keep a journal reflecting their overall course participation and the interaction between different parts of the course. Tutorial participation of 80% is required.

ASL2001 TECHNOLOGY AND LAW

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime; the production and presentation of evidence, and their effects upon penal policy and sentencing. The unit of study focuses on a number of locations, including the forensic laboratory and the courtroom, but also the science museum and popular TV crime shows, as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students are asked to engage with a body of contemporary scholarship, constituted, in particular, from within the discipline of science and technology studies, which suggests that these are complex spaces warranting careful critical analysis. “This unit can only be identified as a Sociology unit for students enrolled in ABSL Bachelor of Arts (Legal studies), ABSM Bachelor of Arts (Advocacy and Mediation) and BLAA (Bachelor of Laws/Bachelor of Arts).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a foundational understanding of contemporary theory drawn from social studies in science and technology (SST);
- Demonstrate increased effectivity in problem-solving via the application of critical theoretical tools drawn from SST to science-and-technology related practices in the criminal justice system, and to relations of criminal and social justice as they exist in the community;
- Work as a team and address issues of collaborative investigation and presentation. (Students will collaborate in an investigation of one aspect of relations between science, technology and criminal justice).

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.

Required Reading: Students will be required to purchase a Book of Readings for this unit of study, to be used in conjunction with tutorial and assessment requirements.

Assessment: Journal consisting of at least five pre-tutorial entries (approx. 2500 words in total) 30%; Final essay (2000 words) 35%. Tutorial participation of 80% is required.

ASL2003 ETHICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study includes an examination of: major institutions of the criminal justice system in their social and historical context, including police, courts, prisons, and related crime prevention and welfare organisations linked to crime control in Australia; statistical and other evidence of shifts in approaches to crime control; a study of a selection of recent reviews of criminal justice in Australia and elsewhere; the historical and social underpinnings of community-based interventions in crime control.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a foundational understanding of ethics as the subject of academic inquiry and as an underpinning of research and professional practice;
- Apply the study of ethics to the practices and relations of criminal and social justice;
- Extend the academic discourse of ethics to ‘real life’ problems and issues that extend beyond the classroom and into the specific vocational arena of professional practices within the criminal justice system.

Class Contact: Two hours of combined lecture and seminar, practical classes, demonstrations and video material per week.

Required Reading: . Students will be required to purchase a Book of Readings for this unit of study.

Assessment: Other One essay (2000 words) 30%; End-of-semester multimedia presentation on negotiated topic 35%; Essay (1800-2000 words) 35%. Tutorial participation of 80% is required.

ASL3002 LAW AND GOVERNANCE

Locations: Footscray Park,

Pre-requisites: ASS1001 Sociology 1A and ASS1002 Sociology 1B.

Descriptions: This unit of study draws on modern social theory to trace the interrelation between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment; the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

Credit Points: 12

Learning Outcomes: To be advised.
Class Contact: Two hours per week consisting of one one-hour lecture and one one-hour tutorial/seminar, plus three hours of web-based learning per semester.

Required Reading: To be advised by lecturer.

Assessment: Two seminar papers 50%; Major essay 50%.

ASLS001 CRIME POLICY AND POLITICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 sensationalized, with important implications for the fear of crime among certain sections of the population. This fear is heightened by the way in which crime is seen as random in nature, with anyone and everyone a possible target for victimisation. As well, there is often the idea that crime is related to morality, and specifically to the decline of that morality. What is 'wrong' is plain for all to see. Furthermore, the 'criminal' is distinctive and identifiably different from everyone else in society. Overall, the idea is that there is a continuing 'law and order' problem in society, and that things are constantly getting worse'. This unit of study content includes: a study of recent trends in penal policies and statistical trends in arrest, sentencing and incarceration; a critique of law and order politics; comparative approaches to crime control; the history and sociology of crime control techniques; policing, legislation and media representations.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching, or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASLS002 SPACES OF INCARCERATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study places key theoretical texts in the sociology of space and of spaces of incarceration in particular, alongside significant reports, legislative shifts and related debates within the recent history of incarceration in Australia. The unit aims to develop a critical understanding of the emergence of contemporary institutions of incarceration and to foster students' engagement with an ongoing and charged debate, in both public and professional arenas, as to the relations between topologies and institutional and administrative aspirations. It takes as its focus the intersection of spatial architectural and topographical arrangements with aspirations diversely articulated as punishment, therapy, reform, protection of human rights and national and community security.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Recognise and engage with different kinds of conceptual tools that can be used to analyse material expressions of incarceration, past and present;

• Apply analytical tools productively in a way that engages with various public and professional understandings of incarceration as a problem to be solved.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASLS003 SOCIAL STUDIES OF FORENSIC SCIENCE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to introduce students to the tools of academic inquiry developed largely in the context of science and technology studies and invites students to turn a critical eye upon some of the contemporary commonsense models via which the relationship between science and the criminal justice system is often articulated. The unit aims to explore perceived tensions between the popular and the real, the collegial and the adversarial, lay understandings and professional scientific expertise. The unit traces the passage of scientific and technological know-how through the three ‘niers’ of the criminal justice system: the role of forensic technology in the policing and detection of crime; the means by which the findings of forensic scientists and technicians are presented to the courts; and their effect upon sentencing and/or penal policy. There is also an historical structure to the unit content as we trace, in particular: the rise and demise of anthropometric methods of criminal investigation; the superseding technology of latent fingerprint identification; the emergence of contemporary techniques, including DNA profiling, psychological and neurological forensic tools; and the harnessing of algorithms to identify behavioural anomaly.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Recognise the shared conceptual terrain that underpins Social Studies of Science and Technology (SST);

• Apply theoretical tools drawn from SST to a sociological analysis of forensic practices, past and future.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.
ASL5004 LAW AND NORM

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include select case studies and texts on modes of governance and the workings of power, Australian and international socio-legal studies. Law and legal process on the one hand, and the management of social life understood through the sociological concept of normalisation, are studied in the context of recent social theory and social and historical studies. The unit aims to provide students with the analytical tools to explore distinctions between law and norm in the way social regulation and governance are implemented.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.


Assessment: Preliminary assignment 20%, Research paper (4500 words) 80%.

ASL6001 MINOR THESIS (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.

Required Reading: To be advised by lecturer.

Assessment: Work equivalent to 15,000 words.

ASL6002 MINOR THESIS (PART-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is a compulsory component of the Masters program. Each student will be required to negotiate with their supervisor on a satisfactory project that encompasses the learning outcomes of the unit. The aim of the unit is to provide students with the opportunity to undertake a substantial piece of independent work on a chosen topic to be negotiated between the student and the supervisor. A topic may be undertaken that addresses a relevant theme or issue concerning the profession or work situation.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: To be advised.

Required Reading: To be advised.

Assessment: Thesis Work equivalent to 15,000 words 100%.

ASL6003 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.

Required Reading: To be advised by lecturer.

Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASL6004 METHODS OF INQUIRY: CRIMINOLOGICAL, SOCIAL, ETHICAL (PART-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: a survey of legislation, charters, declarations and rules governing the conduct of public institutions; the development of the various aspects of human rights as encompassed in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct; a survey of major shifts in public policy in relation to the criminal justice system in Australia and the rationales and political requirements underpinning these changes; a study of methods of historical inquiry, statistical methods in criminology, and a study of the methodologies deployed in ethical decision-making.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours per week classroom teaching or a combination of class and online tuition.

Required Reading: To be advised by lecturer.

Assessment: Preliminary assignment 20%; Research paper (4500 words) 80%.

ASM2001 MEDIATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study has both a critical and a practical focus. It explores the rise of mediation in a range of settings and considers its limitations and opportunities, particularly where already marginalised complainants are involved.
On a practical level, it introduces students to the various phases in the mediation process, including preparation, creating trust, summarisation and isolation of the issues, creating an agenda, exploring options, negotiation of an agreement, and implementation. It further equips students with mediation techniques and skills through practical exercises (including role-plays).

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Normally three hours per week, consisting of one one-hour lecture and one two-hour workshop.

Required Reading: To be advised by lecturer.

Assessment: Essay (3000 words) analysing a mediated dispute 50%; Assessed role-play 50%. Students are expected to have 80% attendance at lectures and workshops.

ASM2002 RESTORATIVE JUSTICE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study looks at the emergence of restorative justice programs as an approach to ‘repairing the harm’ and considers a range of programs from Australia, New Zealand and Canada that fall under the restorative umbrella. The aim is to investigate claims that these approaches have a range of beneficial outcomes, including crime prevention, community and victim involvement which are not achievable within retributive and rehabilitative models. Given the interest in restorative justice in programs involving young offenders and Indigenous peoples, the unit of study will consider the opportunities and limitations of restorative justice strategies in diverse societies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the conceptual parameters of restorative justice;
- Understand the lines of emergence of restorative justice into the contemporary field of justice administration;
- Participate in debates over the applicability of restorative justice techniques (eg. what kinds of offences, offenders etc.);
- Evaluate existing programs;
- Evaluate the professional role as it is currently conceived;
- Demonstrate enhanced skills in becoming a team player, through sharing information, participating in e-discussions etc.;
- Demonstrate skills in accessing knowledge and drawing from global forums around restorative justice;
- Demonstrate the attainment of some of the skills required of a newly graduated professional practitioner (including self-evaluation and the constructive evaluation of the performance of others);
- Participate in role-plays of restorative justice conferencing in ways that indicate readiness to undertake internship or other community-based learning.

Class Contact: Normally two hours per week,


Assessment: Assignment Short assignment (1000 words) 20% Students are expected to have 80% attendance at lectures and workshops.

ASM3001 ADVOCACY AND MEDIATION INTERNSHIP 1

Locations: Footscray Park,

Pre-requisites: First and second year Advocacy and Mediation.

Descriptions: The completed Internship (ASM3001 and ASM3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task).

Credit Points: 12

Learning Outcomes: On successful completion of this unit; students will be able to:

- Demonstrate experience gained in work and agency settings where the skills of advocacy and mediation are deployed, or might usefully be deployed;
- Work both independently and as part of a team;
- Demonstrate record keeping skills (log of hours and learning journal), time management (project work use of diary);
- Understand document management.

Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit to each student at their placement per semester (two for the internship as a whole).

Required Reading: BA (Advocacy and Mediation) Internship Manual.

Assessment: Completion of the internship contract in consultation with the agency supervisor and University supervisor; Log of hours as submitted by the student and confirmed by the agency supervisor at the end of each semester and at the conclusion of the internship; Learning journal involving a minimum of six substantive entries shown to the University supervisor at the end of each semester (12 entries by the conclusion of the internship; Preliminary draft/plan of the 2500 word internship final report. The unit of study will be graded as satisfactory or unsatisfactory.

ASM3002 ADVOCACY AND MEDIATION INTERNSHIP 2

Locations: Footscray Park,

Pre-requisites: First and second year Advocacy and Mediation.

Descriptions: The completed Internship (ASM3001 and ASM 3002) units of study will include 200 hours at an appropriate agency or organisation. Students will be required to complete a series of tasks that are oriented and integral to the work of the agency or organisation (see assessment task). The Internship will also include the Capstone Task as part of the assessment.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One hour per fortnight workshop on-campus. University supervision staff will make a minimum of one visit per semester to each student at their placement (two for the internship as a whole).

Required Reading: BA (Advocacy and Mediation) Internship Manual.

Assessment: Log of hours as submitted by the student and confirmed by the agency supervisor at the end of the internship; Completion of a learning journal involving a minimum of 12 substantive entries shown to the University supervisor at end of placement; A 2500-word internship final report submitted by the student (in addition to any task reports or materials required by the specific internship project); Capstone Task of 1500 words, where students reflect on their personal development in the area of the Victoria University core graduate attributes and on the evidence of this that they have accumulated in their student portfolios, then produce a statement on graduate attributes that can then be used when applying for work; End of internship written proforma and verbal report from the agency supervisor; End of internship three-way review meeting between the student agency supervisor and University supervisor. The unit of study will be graded as satisfactory or unsatisfactory.
ASM6000 PROFESSIONAL THESIS (FULL-TIME)

Locations: To be advised, Not applicable.

Pre-requisites:

Descriptions: In this unit of study, students negotiate a project/research of use and value to them and their work-related development with their supervisor/s. In particular students will: define their research/project topic and appropriate methodology; develop ethics application; carry out data collection and analysis; and present a professionally prepared thesis for examination.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

- Produce a project/research on professional practice. This research project will contribute significant knowledge to the practice/organisational context of the workplace and will be presented in a manner accessible to practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 20,000 words. Examination by two examiners, one internal and one external in the field of the project 100%. This research will contribute significant knowledge to the workplace and be presented in a format that is accessible to practitioners in the field.

ASM6001 PROFESSIONAL THESIS (PART TIME)

Locations: To be advised,

Pre-requisites:

Descriptions: As negotiated with the supervisor/s a project/research of use and value to the candidate and their work related development. In particular to:

- Define research/project topic and appropriate methodology;
- Develop ethics application;
- Carry out data collection and analysis;
- Present a professionally prepared thesis for examination.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Produce a project/research on professional practice. The research projects will contribute significant knowledge to the practice/organisational context of the workplace and will be presented in a manner accessible to practitioners.

Class Contact: Regular meetings with supervisor/s and peer group will be expected. Attendances at OPGR seminars and workshops will also be required.

Required Reading: Reading in the relevant field of study will be negotiated and identified by supervisor and student.

Assessment: Production and presentation for examination of a workplace project of 20,000 words. Examination by two examiners, one internal and one external in the field of the project. 100% The research will contribute significant knowledge to practice of the workplace and be presented in a format that is accessible to practitioners in the field.

ASP2001 POLITICAL ECONOMY OF COLONIALISM AND NEOCOLONIALISM

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of first year Political Science or History.

Descriptions: This unit examines the phenomenon of colonialism and neo-colonialism since the 19th century in Africa, Latin America, Oceania and Asia. Examples are placed within a theoretical framework: high imperialism, for example, will draw on the work of J.A. Hobson, and neo-colonialism on the work of Immanuel Wallerstein and Andre Gunder Frank. Case studies include dependency in Amazonia, private imperialism in the Congo Free State, plantations and labour migration in Southeast Asia, and tax bondage in the former Australian colonies in New Guinea. The focus is on the production of commodities in the ‘global periphery’, including rubber and gutta-percha, tobacco, coffee, tin and cotton, and on labour regimes including slavery, indentured labour, the kangany system and tax bondage. The ecological and social effects of plantations, wild commodity collection, mining and manufacturing are also examined. Some attention is given to ‘cooie’ revolts and the growth of nationalist responses to colonialism. Benjamin Disraeli noted presciently that ‘colonies do not cease to be colonies when they become independent’, thus adumbrating the idea of neo-colonialism. The later part of the course deals with this phenomenon through examples in the ‘Global South’.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand the main theoretical debates about colonialism and neo-colonialism;
- Demonstrate a knowledge of the history of colonialism and neo-colonialism;
- Demonstrate an understanding of the ecological ramifications of colonialism and neo-colonialism;
- Reflect critically on their reading and discussions and contribute, however modestly, to the debate on relations between the Global North and South;
- Write a major essay on some aspect of colonialism or neo-colonialism.

Class Contact: One hour lecture and one hour tutorial per week

Required Reading: ASP2001 Book of Readings Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended (short) reading list.

Assessment: Essay Plan/bibliographic exercise 20% Total effective word limit 3000 words

ASP2002 HISTORY AND POLITICS OF TERRORISM

Locations: Footscray Park,

Pre-requisites:

Descriptions: This unit places current concerns with terrorism in an historical and theoretical framework. It examines current and historical examples of state terrorism, state-sponsored terrorism and private terrorism and tries to explain the causes of terrorist activity. Much contemporary writing dealing with the so-called ‘Global War on Terror’ is a historical and orientalist and assumes an almost ontological divide between Islam, Christianity and Judaism. This unit critically examines that discourse.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Define terrorism;
- Identify and discuss the different kinds of terrorism (state terrorism, state-sponsored terrorism and private terrorism) with contemporary and historical examples;
- Identify the key debates about the causes of terrorism;
• Critically discuss the ‘Global War on Terror’;
• Identify understanding of what might be done to prevent terrorism;
• Discuss terrorism in relation to Australian foreign policy;

Class Contact: One hour lecture and one hour tutorial

Required Reading: Unit of Study reader compiled by the Unit Coordinator. This will include, but is not restricted to, extracts from the books listed in the recommended reading section.

Assessment: Exercise Bibliographic 20% Total effective word limit 3000 words

ASS1000 RESEARCH (FULL-TIME)

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASS1001 RESEARCH (PART-TIME)

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be an investigation of an approved topic, followed by the submission of a suitably formatted thesis in which the topic is introduced and formulated; the investigation described in detail, results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the supervisor.

Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners for Research Masters and three expert examiners for PhD from an appropriate area of expertise.

ASS1005 SOCIAL AND CULTURAL CHANGE IN SOUTH PACIFIC ISLANDS

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a number of themes in the history and development of society in the Pacific Islands. These will include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; gender and class; the role of the mass media; education and military presence; and tourism.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate a knowledge of the culture, economy and society of some of Australia’s closest neighbouring countries;
• Better understand the differences between Melanesia, Polynesia and Micronesia;
• Apply relevant sociological concepts to the countries of the Pacific Islands region and their transformation under colonialism and decolonisation;
• Search for bibliographic materials, films, media and web-based resources on topics about which it appears that very little has been written;
• Demonstrate communications skills, cross-cultural awareness and begin to understand how social and cultural change takes place.

Class Contact: One two-hour lecture and one one-hour tutorial per week.

Required Reading: Culture and Sustainable Development in the Pacific Antony Hooper 2000 Australian National University, Canberra

Assessment: Review Book review of a novel or autobiography by a Pacific Islander 20% Total effective word limit 3000 words
• Demonstrate a foundational capacity to borrow theoretical tools and concepts offered within the discipline of sociology and to recognise an experiment with their applicability to problems beyond the classroom;

• Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually.

Class Contact: Three hours per week for one semester, comprising a two hour lecture and one hour tutorial


Assessment: Assignment Preliminary assignment 20%

ASS1052 SOCIOLOGY 1B

Locations: Footscray Park, St Albans,

Pre-requisites: Nil

Descriptions: This unit of study is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are ‘managed’ and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand some of the key perspectives of the deviance and the management of normality;

• Demonstrate the development of an information base, and relevant analytic and basic research skills;

• Demonstrate the development of the skills of presentation, in both oral and written form.

Class Contact: Three hours per week for one semester, comprising two hours of lectures and one one-hour tutorial.


Assessment: Essay Essay 40%

ASS2001 SOCIAL ISSUES IN CONTEMPORARY ASIA

Locations: St Albans,

Pre-requisites: ASS1012 Sociology 1A and ASS1013 Sociology 1B.

Descriptions: This unit of study will develop students’ understanding of the tension between globalisation and nationalism in countries in Southeast Asia and South Asia. Australia’s historical, cultural and political representations of ‘Asia’ will be examined with particular reference to expressions of fear and desire towards ‘Asia’. The unit of study will address issues such as: sex tourism; the new international division of labour and ‘Asian’ women; the rise of a global middle class; the Asian economic crisis; environmental and anti-globalisation activism in the region and current developments in Indonesia and East Timor.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Utilise the conceptual vocabulary of globalisation and nationalism in analysing contemporary issues in Southeast and South Asia;

• Demonstrate an enhanced critical awareness of how ‘Asia’ has been represented in Australia;

• Assume a sociological vantage point on current developments in Indonesia and East Timor.

Class Contact: One One-hour lecture and one one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.


Assessment: Research essay 50%; Oral presentation 25%; Review essay/media exercise 25%. The assessment will comprise the equivalent of 4000 words per student.

ASS2009 MAKING MODERN IDENTITIES

Locations: Footscray Park,

Pre-requisites: Normally two first year Sociology units of study or designated first year foundation unit of study.

Descriptions: 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 nation 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 these moves for understanding connections between identity formation and governmental activity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Construct an awareness of the contingency of identity;

• Deconstruct essentialist thought;

• Demonstrate a broad-based knowledge of the different core issues in processes of identity formation across cultures and history.

Class Contact: Two hours per week comprising one hour of lectures and one one-hour tutorial plus three hours of self-directed learning per semester.

Required Reading: To be advised by lecturer.

Assessment: Two sets of guide questions (1000 words each); Essay (2000 words). Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2013 SOCIOLOGY OF THE BODY

Locations: Footscray Park,

Pre-requisites: Normally two first-year Sociology units.

Descriptions: This unit of study introduces students to some major contemporary debates in the emerging field of sociological inquiries into the body. The unit is particularly concerned with conceptions of health which intersect questions of normality and the rights and responsibilities of citizenship. Students explore these themes via a number of case studies which include an historically-based inquiry into the concepts of health, illness and disease. These case studies are used to explore three related themes: the cultural meanings attached to certain illnesses; the social construction of disease; the place of medical knowledge in governing individuals and populations.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Develop and demonstrate advanced skills in critical reading, thinking and writing;
- Think ‘sociologically’ about the body;
- Analyse social phenomena across cultures;
- Apply theoretical questions to social phenomena;
- Demonstrate familiarity with the field of inquiry covered by this unit.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour seminar, plus three hours per semester of self-directed learning.

Required Reading: ASS2013 Unit Reader.

Assessment: Group presentation 20%, Two sets of guide questions 40%; Essay 40%. Final assessment requires satisfactory completion of all assignments and attendance at 80% of tutorials/seminars.

ASS2025 TRANSNATIONAL SOCIAL MOVEMENTS

Locations: Footscray Park,

Pre-requisites: AAP1010 Foundations in Political Science or Sociology 1A and 1B.

Descriptions: This unit will critically examine the increasing significance and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace and labour networks. It will introduce students to the most recent literature on social movement theory and explore the relationship between transnational social movements and globalisation. The unit will include specific case study material as well as introducing wider debates on the role of the nation state since September 11, 2001; contemporary critiques of neo-liberalism and the problem of political engagement in the post-Cold War era.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand some of the key debates about transnational social movements, global civil society and globalisation;
- Critically evaluate some of the political and social implications of transnational social movements;
- Relate theoretical debates to case studies of non-party political formations;
- Understand how interpretations of globalisation have changed since September 11, 2001;
- Demonstrate familiarity with a number of different approaches to research for political and social inquiry;
- Apply skills of analysis and critique.

Class Contact: One 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

Locations: City Flinders,

Pre-requisites: Normally Sociology 1A and 1B.

Descriptions: This unit of study gives students an in-depth insight into the history, politics and sociology of East Timor’s development, including the role of the international community. This will include the era of Portuguese colonialism, Indonesian occupation, the period of rule by the United Nations and prospects and strategies for the future. It will also introduce students to key areas of Timorese thought and action through these periods and they will meet Timorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.


Assessment: Book review 20%; Class presentation 20%; Essay/research project 60%.

ASS2028 CONTEMPORARY AFRICA AND SOCIAL CHANGE

Locations: St Albans,

Pre-requisites: Completion of two first-year units in either Sociology, Politics or History, or equivalent.

Descriptions: The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa’s ‘developmental’ trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa’s socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities’ engagement with socioeconomic empowerment and the international community’s engagement with socioeconomic empowerment and peace building.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Distinguish between complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions;
- Comment on the diversity of African communities and their experiences at home, in transition and in Australia;
- Critically evaluate cases of development and social change planning and implementation;
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

**ASS2040 SOCIOLOGY 2C: SOCIOLOGY OF POWER AND THE STATE 1: CONCEPTS, CRITIQUES AND PRACTICES**

**Locations:** St Albans,

**Pre-requisites:** ASS1012 Sociology 1A, ASS1013 Sociology 1B or by negotiation with the unit of study co-ordinator.

**Descriptions:** 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 post structuralism. It examines barriers to social change via the exploration of a series of case studies of specific policy issues.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Think about our society in a structured and critical way and be familiar with a number of different theoretical perspectives, which are central to sociology as a discipline;
- Consider the key social and political issues that will permit a better understanding of the diversity of our society;
- Undertake this consideration in both an individual and collective learning environment;
- Demonstrate the information base and conceptual skills necessary for a satisfactory analysis and articulation of social issues;
- Address sociological issues using the library and literature-based research tools;
- Effectively express an argument that is supported by evidence and tackle sociological issues both collectively and individually.

**Class Contact:** Two hours per week for one semester comprising lecture/seminar and one tutorial, plus three hours of self-directed learning per semester.

**Required Reading:** To be advised by lecturer.

**Assessment:** Policy analysis or book review 40%; Essay and tutorial paper 60%. Satisfactory attendance at 80% of tutorials is also a requirement.

**ASS2050 SOCIOLOGY 2D: SOCIOLOGY OF POWER AND THE STATE 2: THE CONTEMPORARY STATE AND SOCIAL IDENTITY IN THE 21ST CENTURY**

**Locations:** St Albans,

**Pre-requisites:** Normally ASS2040 Sociology 2C: Sociology Of Power And The State 1: Concepts, Critiques And Practices.

**Descriptions:** This unit of study considers the contemporary state and how changes in the structure and forms of governance are transforming and reshaping our social identities and our communities. We examine, in particular, the way in which emerging technologies, new global forces, developing sensibilities and new social movements are impacting on the processes shaping the practices of policy-making and policy-makers. Students will be involved in applying the insights and skills obtained to real life policy scenarios. The critical emphasis in such analysis will be on our probable futures.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Analyse and develop policy;
- Appreciate the reasons why change is complex, often in conflict, and nearly always in the interests of the powerful members of society;
- Undertake learning in both an individual and collective learning environment;
- Effectively express an argument that is supported by evidence;
- Tackle sociological issues both collectively and individually;
- Think about our society in a structured and critical way;
- Identify a number of different theoretical perspectives, which are central to sociology as a discipline.

**Class Contact:** Two hours per week for one semester comprising lecture/seminar and one tutorial, plus three hours of self-directed learning per semester.

**Required Reading:** To be advised by lecturer.

**Assessment:** Tutorial paper 30%; Research project 70%. Satisfactory attendance at 80% of tutorials is also a requirement.

**ASS3007 SPACE, KNOWLEDGE AND POWER**

**Locations:** Footscray Park,

**Pre-requisites:** Normally completion of first year Sociology.

**Descriptions:** This unit of study is offered within the School of Social Sciences. But what does it mean to be a social scientist? How do we go about studying the social? We are comfortable enough speaking about social security, social welfare, social norms, and so on, but if we take that word ‘social’ by itself, we may find that we are dealing with quite a nebulous concept. If we begin, as we do in this unit, with a simple definition of ‘the social’ as the space between bodies, we find, in the course of our inquiries, that it is a space generated and governed in complex ways. This unit looks at forms of inquiry, past and present, that produce and claim knowledge of populations - of their distributions and their attributes. It also explores the means by which these knowledge claims serve to link the way we choose to conduct ourselves to broader aspirations to do with producing a well-conducted society. Students are asked to pay close attention to the way theorists from a range of disciplines - sociology, of course, but also anthropology, social geography, disability studies and science and technology studies - grapple with the relations between knowledge, power and the constitution of social space. The unit of study also invites a practical level of engagement. Students are asked to visit social sites with which they are familiar - the city block, the Campus, the virtual chat room - and apply the critical analytical tools to which they have been introduced.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Recognise and manage continuities and differences in theoretical and analytical material that share a conceptual terrain;
- Demonstrate an increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of ‘everyday’ social space;
- Extend the application of the discipline of sociology to problems outside the classroom and into the community.
ASS3009 SOCIOLOGY OF LAW

Locations: Footscray Park,

Pre-requisites: Normally completion of first-year Sociology units of study.

Descriptions: This unit of study introduces students to the main bodies of literature in the sociology of law. These include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, on punishment and imprisonment. Students will have an opportunity to explore in-depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The unit of study will be underpinned by a survey of classical and contemporary social theory as applied to law and order.

Credit Points: 12

Learning Outcomes: On successful completion of this unit students will be able to:

- Recognise the main frameworks of understanding in the Sociology of Law
- Apply theoretical tools drawn from sociology and the history of the human sciences to current problems in law and social regulation.

Class Contact: One-hour lecture and one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.

Required Reading: To be advised.

Assessment: Tutorial paper (1500 words) 30%; Major essay (2500 words) 70%. Students must have averaged 80% attendance at lectures and tutorials.

ASS3013 SOCIOLOGY 3B: INTERNATIONAL SOCIAL POLICY

Locations: St Albans,

Pre-requisites: Normally completion of first-year Sociology units of study.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Problematise an issue thoroughly before determining how a problem can be solved and how to do it in a number of areas related to international development;
- Apply advanced searching techniques for material in the library, an electronic databases, and sources within the community, including the international development community, paying particular attention to use of verbal communication and information from other countries and cultures;
- Use good habits in communications, both professionally, ie. learning thoroughly the academic conventions for referencing all kinds of material so it can be found by others, and by good verbal and written communications (including use of electronic communications) to other students and teachers;
- Work autonomously, both alone and in groups, to take initiative and use the imagination in listening to other voices and searching for solutions to problems which are put before them;
- Identify a range of cultures represented in class and in other societies which are the focus of their study; communicate effectively with people whose culture is very different from their own; and prepare themselves for work in the world of international community development.

Class Contact: Two hours per week for one semester comprising lectures and tutorials plus one field visit of three hours.


Assessment: Tutorial Participation Tutorial presentation 25% 

ASS3031 SOCIOLOGY 3C: GOVERNING CIVIC LIFE: CITIZEN, NATION, SELF

Locations: St Albans,

Pre-requisites: Completion of second-year Sociology at either Footscray Park or St Albans.

Descriptions: Current political and sociocultural changes are redefining notions of citizenship, nationhood and self. Recent debates about globalisation and the uneven development around the world and their application to countries of their interest;

- Understand the importance of history in the study of any social problem.

Class Contact: Two hours per week for one semester comprising lecture and tutorial. An additional three-hour session of interactive role-play based on the application of development theories and policies will also be a required part of the class attendance.


Assessment: Tutorial presentations 30%; Book review 20%; Major essay 30%; Class test 20%. Attendance at 80% of classes is a requirement.
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 refuged geo-political alignments. The impact of September 11, the war in Afghanistan, continuing conflict in Iraq and the ‘war on terror’ continue to shape domestic and foreign policies generating heated debate and competing policy prescriptions. The aim of this unit of study is to analyse the broader basis to these debates by examining how competing political rationalities regarding the social realm have been ‘invented’. The unit thus situates current neo-liberal policies within a wider history (genealogy) of liberal thought (liberalism). The rise of ‘entrepreneurial government’ and the reinvention of government along entrepreneurial lines is analysed as a historically specific development, which depends upon unique political rationalities and techniques of social governance. To this end the unit of study focuses upon: how domains of expertise are integrated into the practices of government; the manner in which categories of persons become the objects and objectives of social government; and why and how, social identities become attached to distinctive forms of social governance.

Credit Points: 12
Learning Outcomes: To be advised.

Class Contact: Two hours per week for one semester comprising one one-hour lecture, one one-hour tutorial and three hours per semester of self-directed learning.

Required Reading: A specific Book of Readings will be prepared for this unit of study and made available for purchase at the University bookshop.

Assessment: Fake home exam 60%; Tutorial questions 40%.

ASS3032 SOCIOLOGY 3D: FORMATIONS OF POWER: GOVERNING CULTURAL IDENTITY IN A ‘POSTCOLONIAL’ WORLD

Locations: St Albans,

Pre-requisites: Completion of second-year Sociology at either Footscray Park or St Albans.

Descriptions: This second semester unit of study focuses on questions of culture and Indigenous identity. The unit examines the cultural politics of race and the manner in which racial identities are constituted within a field of cultural difference and power. The unit analyses the relationship between ‘Western’ knowledge forms in the elaboration of racial and sexual identities. It considers how the human sciences have developed accounts of Indigenous people and how they have constituted Indigenous people as a focus for, and problem of, government. Attention is directed to the types of policy regimes that have resulted from this process. Particular conceptions of identity tied to notions of the nation and self are integral components of government and racialist political movements both in Australia and overseas. The unit of study illustrates how such conceptions are central to the current immigration ‘debate’, and how they underpin attitudes and responses to detention policy and reconciliation within Australia.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

• Analyse analytic and conceptual skills in the area of cultural analysis of indigenous cultures;

• Understand the conceptual basis and cultural significance of Orientalist and postcolonial writings and visual representations;

• Understand, at a foundational level, how history is constructed at the dinner table, over the fence, in parliament and in the streets;

• Demonstrate a detailed knowledge of the history of systems of racial taxonomy as well as the effects such methods of classification have on Indigenous populations;

• Elaborate on the basis of child removal policies with respect to the Indigenous populations of Australia;

• Understand how literary texts, historical documents and academic publications may offer different ways of viewing the same social question or ‘problem’.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial, plus three hours per semester of self-directed learning.

Required Reading: A Book of Readings to be purchased from the University bookshop.

Assessment: Major project 60%; Tutorial questions 40%.

ASS3036 SOCIOLOGY 2/3E: THE ECO-SOCIAL: PLACE, POLICY AND POLITICS

Locations: St Albans,

Pre-requisites: ASS1012 Sociology 1A; ASS1013 Sociology 1B; or by negotiation with the unit of study co-ordinator.

Descriptions: 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.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the social and policy responses to the global ecological crisis;

• Demonstrate enhanced capacity for policy analysis and evaluation;

• Show familiarity with specific environmental policy contexts in Australia and the South Pacific.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.

Required Reading: To be advised by lecturer.

Assessment: Three minor assignments 45%; Major research paper and presentation 55%. The assessment will comprise the equivalent of 4000 words per student.

ASS3037 INQUIRING INTO THE SOCIAL

Locations: Footscray Park, St Albans,

Pre-requisites: 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.

Descriptions: Students will work in groups of four to consider and gather materials from a range of genres which would provide the resources to undertake inquiry into a social issue, problem or question, and which would itself then form an assemblage or object of inquiry. Those resources would exist in the public domain, in special collections, electronically etc., rather than requiring research involving human units of study. Students will generate their own object of inquiry and engage in the conceptual and practical labour required to shape an assemblage and the approaches with which to investigate it.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate increased effectiveness in problem-solving; students will encounter/devise a ‘problem to be solved’ in conceptual and practical terms;
- Apply the discipline of sociology to problems ‘outside the classroom’;
- Work as a member of a team and to address the difficulties of teamwork;
- Communicate in oral, written and electronic formats.

Class Contact: This unit of study will be delivered flexibly, through a mixture of lecture/seminar, fortnightly group supervision sessions, online learning and ‘burst mode’ for the presentation of the projects to peers and others.

Required Reading: ASS3037 Inquiring into the Social: Unit Reader.

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.

Credit Points: 12

ASS3038 EXCURSIONS INTO THE FUTURE

Locations: St Albans,

Pre-requisites: ASS1012 Sociology 1A; and ASS1013 Sociology 1B.

Descriptions: What are our possible futures? What will everyday life be like in 2020? Will humans be superseded by the cyborg or some other sophisticated form of technology? How are we to cope with the impact of emerging technologies that are already rapidly transforming our lives? Will we be able to live outside the matrix in the future? In the recent decade social theorists have turned their attention to these questions, with a view to mapping our transition into a highly complex technological world. Central to this unit of study are concepts such as ‘postmodernity’, ‘late modernity’ and ‘post-human’. Working with these notions, students will have the opportunity to apply a range of theoretical perspectives to ‘real life’ situations in areas such as education, health and family life that are being transformed by the new technologies. In addition, students will have an opportunity to examine the ‘new media’ (computer games, interactive video, virtual reality and voice recognition programs) and assess the effects of these on our life-worlds. The unit will also explore the images of the future that are to be found in popular culture (films, television, magazines, comics).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate enhanced communication skills;
- Predict social and political trends;
- Understand the impact of technological change on a range of organisations;
- Demonstrate enhanced research skills.

Class Contact: One one-hour lecture and one one-hour tutorial per week and three hours per semester of mixed-mode or self-directed learning.

Required Reading: Unit Reader: Excursions into the Future.

Assessment: Workshop activities 20%; In-class test 20%; Major written project (2500 words) 60%.

ASS5002 OCEANIA IN THE MODERN WORLD

Locations: St Albans, or Footscray

Pre-requisites: Bachelor’s Degree.

Descriptions: This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a range of issues in the history and development of society in the Pacific islands. Students will be able to specialize in applying theory related to their own professional background to the societies of Oceania. These will include political, economic, legal, communications and gender theory. Policy issues will be examined from within the framework of sustainable development, and the contribution of regional institutions will be critically examined.

Credit Points: 12

Learning Outcomes: To be advised.

ASS5011 SOCIAL AND CULTURAL CHANGE IN THE SOUTH PACIFIC

Locations: St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will introduce students to the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students will study a number of themes in the history and development of society in the Pacific islands. These will include: the exercise of power and authority; contact with missionaries and colonial officials; issues of self-determination and independence; gender and class; the role of the mass media; education and military presence; and tourism.

Credit Points: 12

Learning Outcomes: To be advised.

ASS5027 TIMOR LESTE: HISTORY, POLITICS AND SOCIETY

Locations: City Flinders,

Pre-requisites: Normally Sociology 1A and 1B.

Descriptions: 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 eras 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 Tamorese in Melbourne or in East Timor who have been active participants in defending and rebuilding the country.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: This unit is taught by means of a study tour to Timor-Leste in June-July on alternate years. In the other years it is taught at the City Campus for two hours per week and also one three-hour study visit in Melbourne. Each enrolled student will present a tutorial paper.

ASW2013 INTRODUCTION TO SOCIAL POLICY

Locations: Footscray Nicholson,
Pre-requisites: Nil.

Descriptions: Social policy refers to public policy covering the fields of income security, housing, education, health, community services, employment, leisure and other aspects of the social infrastructure of society. Social policy responds, in various ways and with varying degrees of consistency and success, to individual, family, community and societal needs and concerns. This unit of study introduces students to political and social policy processes. It assists students to identify social issues in their consciousness and in the media as social policy issues and to challenge oppression and bring about change. This unit focuses on political and policy processes and provides students with opportunities to pursue their own interests in contemporary social policy issues.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Articulate links between familiar social issues and relevant social policy;
• Demonstrate familiarity with typical Australian social policy processes;
• Demonstrate familiarity with Australian political systems and human services;
• Articulate ways that human service workers may engage with and influence policy processes;
• Demonstrate beginning skills in policy analysis;
• Discuss issues and debates in contemporary Australian politics and social policy.

Class Contact: Three hours weekly lecture/tutorial for one semester.


Assessment: Written summary of social issues, workbook entries 25%; Presentation based on first assignment which focuses on linking analysis to social policy critique 30%; Written assignment on a thorny contemporary social problem (selection of topic will be discussed in class) 45% (total EWL 3000 words).

ASW2090 GROUPWORK THEORY AND PRACTICE

Locations: Footscray Nicholson,
Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate an understanding of theoretical and practical issues relating to the process of social work practice with/in groups;
• Demonstrate an ability to reflect and report on their experiences as group members and group leaders in a small group settings;
• Demonstrate an understanding of the different contexts of groupwork practice and the implications for practice;
• Demonstrate a working awareness and understanding of power in the groupwork context;
• Demonstrate an understanding of the knowledge used in acquiring beginning group facilitation skills.

Class Contact: One one-hour lecture and one two-hour workshop per week for one semester.

Required Reading: Groupwork practice in social work, Lindsay, 8 & Orton, S 2008, UK: Learning Matters

Assessment: Presentation Group session plan 35% Total effective word limit 3000 words

ASW2094 WORKING IN HUMAN SERVICE ORGANISATIONS

Locations: Footscray Nicholson,
Pre-requisites: Nil.

Descriptions: This unit of study introduces students to key dimensions of human service organisations in order to understand their operation and dynamics. As well as outlining important components of human service agencies as organisations, the content of the unit introduces organisational activities from a critical social work perspective highlighting the perspectives of workers, service users and political perspectives.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:
• Demonstrate an understanding of the dilemmas and tensions facing workers in human service organisations;
• Demonstrate a critical understanding of the human service sector and its impact on human service organisations;
• Demonstrate a beginning understanding of conceptual frameworks for understanding the structure and culture of organisations;
• Demonstrate an ability to make the links between organisational theory and practice;
• Demonstrate an introductory understanding of the skills, knowledge and tools necessary to work effectively in human service organisations.

Class Contact: Weekly 2.5 hours lecture/tutorial

ASW2098 SOCIAL RESEARCH 1
Locations: Footscray Nicholson,
Pre-requisites: Nil.
Descriptions: Social research is a key activity in human services. It is not a ‘stand-alone’ activity, but informs analysis of social issues and contributes to high quality practice. This unit of study introduces students to basic frameworks, skills and issues both in using and in undertaking research. It is intended to provide students with research skills for other units as well as providing an introduction to the practice of social research.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand, at a beginning level, the different philosophical approaches and frameworks of social research;
- Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature;
- Be aware of the key steps in planning, designing and implementing a research/evaluation study;
- Identify ethical issues and guidelines for social research;
- Understand, at a beginning level, descriptive statistics and how they can be applied in social research.

Class Contact: Weekly two-hour lecture/tutorials.
Assessment: Research Paper Assessment 1: Critical reflection on a piece of published social work research (500 word limit) 30%

ASW2102 SOCIAL WELFARE: HISTORY AND CURRENT CONTEXT
Locations: Footscray Nicholson,
Pre-requisites: Nil.
Descriptions: This unit of study introduces students to the history and key concepts of the welfare state and its development in the Australian context and the historical judgements that underpin its formation, practice, and decline. Philosophical debates about the nature, form and value of social welfare will be discussed in the context of issues affecting Indigenous peoples, women, immigrants, wage workers, people with a disability, and elderly people, and their positional relationship to those privileged in terms of race, gender, sexuality, class, age and ability. The future of the welfare state will be discussed in the context of current debates about who benefits and who pays; who is privileged and who is stigmatised, between the individual and the social, rights and responsibilities, difference and solidarity, the state and the market and the local and the global. Within this context, the role and contribution of social work and how it fits within the welfare project will be introduced and explored.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an awareness of personal values in relation to a range of social and cultural phenomena;
- Demonstrate an understanding of human development throughout the lifespan from a physical, social, emotional, spiritual and cognitive development from infancy through to old age, with emphasis on the continuous nature of developmental processes;
- Demonstrate the ability to compare and contrast different theoretical accounts of these phenomena, with reference to a Western 21st century conceptualisation of life stage development alongside those of non-western cultural traditions;
- Demonstrate a capacity to apply relevant knowledge of human development in social work and educational settings;
- Demonstrate the capacity for critical inquiry into the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Three hours weekly lecture/tutorial for one semester.
Assessment: Presentation Class presentation 35% Total effective word limit 3000 words

ASW2103 HUMAN DEVELOPMENT IN SOCIAL CONTEXT
Locations: Footscray Nicholson,
Pre-requisites: Nil.
Descriptions: This unit of study explores some of the key concepts in understanding social and human behaviour across the lifespan. It encourages students to make the links between their own personal values and a range of social and cultural phenomena. It will investigate and critique the role of the family and community as the foundation for human and social development and the implications of this for social work practice. It also introduces the lifespan from infancy to old age accounting for the individual, social, cultural and structural dimensions. Throughout the unit there will be an emphasis on critically reflecting on the research foundations of human development theories and the implications of these for social work practice.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand, at a beginning level, descriptive statistics and how they can be applied in social research;
- Critically examine the purposes, limitations and strengths of research reported in the media, in practice and in literature;
- Be aware of the key steps in planning, designing and implementing a research/evaluation study;
- Identify ethical issues and guidelines for social research;
- Understand, at a beginning level, the different philosophical approaches and frameworks of social research;
- Demonstrate a capacity to apply relevant knowledge of human development in social work and educational settings;
- Demonstrate the capacity for critical inquiry into the research foundations of developmental theories, and their relative strengths and limitations for application and generalisation.

Class Contact: Three hours weekly lecture/tutorial for one semester.
Assessment: Presentation Class presentation 35% Total effective word limit 3000 words

ASW2202 SOCIAL WORK THEORIES
Locations: Footscray Nicholson,
Pre-requisites: Nil.
Descriptions: 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, post-structuralism, 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the theories and practices for use in the current context of social work practice;
- Identify how knowledge is constructed and explore the ideological and political influences inherent in its construction;
- Understand how worldviews are created and maintained, and how our worldview influences what we accept as reality and common sense;
- Demonstrate familiarity with different worldviews about the nature of society and how these views lead to different explanations of social problems, different welfare solutions and different social work practices;
- Develop their own worldviews consistent with a critical social work ideology;
- Critically reflect on various worldviews in order to begin to position themselves in relation to their veracity to explain and address social issues.

Class Contact: Two hours per week for one semester.


Assessment: Literature review of readings from weeks 1-4 (550-word limit) 25%; Major essay (chosen from topic lists assigned) (1500-word limit) 40%; Essay plan on eight out of 10 topics based on unit content (950-word limit) 35%.

ASW2203 INTERPERSONAL AND COMMUNICATION SKILLS

Locations: Footscray Nicholson,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the place of generic interpersonal and communication skills within a range of intervention methods in social work practice;
- Demonstrate a beginning critical understanding of the skills associated with structural or anti-oppressive social work practice;
- Demonstrate a beginning level of competence in using basic interpersonal and communication skills for social work practice.

Class Contact: Three hours per week lecture/workshop for one semester.

Required Reading: Communication skills for health and social care, Moss, B 2008, UK: Sage

Assessment: Journal Five journal entries on first five sessions of unit 25% Total effective word limit 3000 words

ASW3101 SKILLS FOR SOCIAL WORK DIRECT PRACTICE

Locations: Footscray Nicholson,

Pre-requisites: ASW2203 Interpersonal and Communication Skills.

Descriptions: This unit of study builds on skills developed from Interpersonal and Communication Skills and Groupwork Theory and Practice. However, in this unit the use of the skills learned will be transferred specifically to social work with individuals, groups and families in human service provision. This work is variously referred to as casework or direct practice. Traditionally it has focused on individual change often with an indifference to the broader structural and cultural realities that impact on people’s lives. This unit uses an integrated framework to introduce skills, practice theories, phases, contexts and an anti-oppressive foundation for working with individuals, families and groups. Students are encouraged to explore critically current practice theories that social workers use in their direct practice work. The strengths perspective as demonstrated in both brief solution-focused and narrative practice theories, provides the theoretical basis for this unit. Practice scenarios are drawn from work with individuals, families and groups across a range of human service contexts. These include both statutory and non-statutory examples. The emphasis is on the application of skills in assessment and intervention.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate their use of the integrated framework underpinned by an anti-oppressive foundation;
- Demonstrate an awareness of the impact of cultural difference in work with individuals, groups and families;
- Demonstrate their use of a strengths perspective drawing on the concepts from solution focused and narrative practice theories;
- Demonstrate a generic understanding of phases in the work with individuals and families;
- Demonstrate competency in beginning and further interpersonal and communication skills for assessment and intervention in casework practice;
- Demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

Class Contact: This unit of study will begin with a two-day introductory workshop and for the remainder of the semester will run with lecture/workshop format. Total equivalent of three hours per week for one semester.


Assessment: Other Skills inventory 20% Total effective word limit 3000 words

ASW3102 CRITICAL SOCIAL WORK THEORIES

Locations: Footscray Nicholson,

Pre-requisites: ASW2202 Social Work Theories.

Descriptions: This unit of study requires students to review and critically reflect in more depth on social work theory and practice undertaken in the course, and specifically in the unit Social Work Theories. It will take a critically reflective approach to further develop and consolidate students’ generic knowledge, skills and practice theories by examining some of the newer developments in social work theory (critical social work including anti-oppressive social work, critical reflection, critical
postmodernism, social constructivism, international social work and social movement activism). This unit will assist students to develop a practice for lifelong learning and critical reflection in order to be able to respond to more complex issues in practice. A critical framework for evaluating effectiveness of self as well as knowledges and practice skills will be explored in the current debates about social work’s efficacy and its future role in the helping professions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Develop practice frameworks from a critical perspective;
- Understand various critical perspectives and place these theories in historical, cultural, political, economic and social contexts;
- Demonstrate a critique of these theories and their efficacy in practice settings;
- Demonstrate an awareness of the complexities, ambiguities, uncertainties and challenges of the contemporary social context;
- Assess and determine appropriate practice responses when faced with these complexities;
- Develop a framework for lifelong learning and professional development;
- Draw on international literature to inform the understanding and critique of theory development in social work;
- Contribute constructively to exploring solutions to some of the problems generated by the current practice and policy debates in social work.

Class Contact: Three hour lecture/tutorial per week for one semester.


Assessment: Literature review of readings from weeks one to four 25%; Annotated essay plan 35%; Major essay (topic to be negotiated with unit coordinator) 40% (total EWL 3000 words).

ASW3110 SOCIAL WORK, ADVOCACY AND HUMAN RIGHTS

Locations: Footscray Nicholson,

Pre-requisites: Nil.

Descriptions: Principles of human rights and social justice are fundamental to social work. In this unit of study students explore the legal context of social work practice through a human rights lens. Students are required to critically analyse law’s capacity to treat people fairly and impartially. In addition to examining the legal institutions, processes and laws that social workers deal with in their daily practice, the unit explores the important role of social workers in legal and social change. Legal and social debates including immigration, violence against women, imprisonment and terrorism will be examined with a particular emphasis on the social movements that have brought about change in these areas. Social workers as advocates for social and structural change will also be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Critically analyse the function of law in society, particularly in relation to inequality, marginalisation and social justice;
- Demonstrate an understanding of the human rights framework and its capacity to be used as an instrument of change;
- Identify processes and strategies that can bring about progressive legal and social reform;
- Exercise skills in key areas of practice such as report writing and record keeping;
- Demonstrate an understanding of the legal responsibilities confronting social workers such as mandatory reporting and duty of care;
- Understand the nature of advocacy and the way client advocacy can help individuals, groups and communities bring about social change.

Class Contact: Two hours per week for one semester.


Assessment: Analysis of a legal text using human rights framework (500-word limit) 20%; Pre-sentence, social worker’s court report (500-word limit) 30%; Law reform submission/strategy (2000-word limit) 50%.

ASW3201 FIELD EDUCATION 1

Locations: Footscray Nicholson,

Pre-requisites: ASW3101 Skills for Social Work Direct Practice.

Descriptions: 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 coordinator will be responsible for the selection and arrangement of placements according to AASW guidelines.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Develop and demonstrate social work practice skills at the level expected of a third-year social work student;
- Demonstrate knowledge relevant to the placement context, organisational structure and function, and the role of social work within this context;
- Apply conceptual skills in relating theory to practice;
- Work independently and demonstrate initiative in practice situations;
- Recognise the ways in which their values influence responses to particular practice situations;
- Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs;
- Demonstrate specific skills in relation to the particular emphasis of specific placements i.e. communication skills, writing skills, recording and evaluation skills and organisational and planning skills;
- Know how and when to use consultation and supervision;
- Demonstrate an emerging capacity for critical reflective practice;
- Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agencies functions;
- Continually assess the process of intervention in the light of personal and agency ideology and social work values.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.
**Required Reading:** Making the most of field placement, Cleak, HM & Wilson, J 2004, Australia: Thomson

**Assessment:** Students' performance on placement is assessed in relation to the students' individual placement learning contract based on the Skills and Knowledge Guide included in the Social Work Field Education Manual. Practicum 70 day agency placement Pass/Fail Total effective word limit 3000 words

**ASW3202 FIELD EDUCATION 1: INTEGRATIVE SEMINAR**

**Locations:** Footscray Nicholson,

**Pre-requisites:** ASW3101 Skills for Social Work Direct Practice.

**Descriptions:** This unit of study is designed to help students integrate theory and practice while on placement. Additionally, these classes are aimed to help students explore the theory/practice relationship and focus on their own experiences and learning. Further, this unit will provide a supportive environment for students to discuss personal and professional issues in light of their values, moral, ethics and expectations about their developing roles as social workers; provide a focused arena for the experience and practice of group process/organisation skills; encourage a shared learning environment and at the same time encourage individual responsibility for explaining and reflecting on practice issues; and lastly, encourage students to bring to the classroom, learning opportunities from their placement to share with others.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Identify issues related to the placement experience;
- Integrate theory with practice and practice with theory;
- Identify and analyse developing practice skills;
- Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection;
- Evaluate own practice and revise their theory base in the light of this evaluation;
- Take responsibility for their learning and explore creative thinking about use of practice skills.

**Class Contact:** Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

**Required Reading:** Making the most of field placement, Cleak, HM & Wilson, J 2004, Australia: Thomson

**Assessment:** Portfolio Learning portfolio Pass/Fail Effective word limit 3000 words

---

**ASW3300 WORKING WITH INDIVIDUALS AND FAMILIES**

**Locations:** Footscray Nicholson,

**Pre-requisites:** ASW3101 Skills for Social Work Direct Practice.

**Descriptions:** This unit of study builds on the learning relevant to direct social work practice in the unit Skills for Direct Social Work Practice. Students will continue to use strength-based, solution-focused, narrative and other relevant approaches for conceptualising their direct practice assessments and interventions within an overall framework of anti-oppressive social work practice. Weekly lectures and practice workshops will include both theoretical and practice input on families, loss and grief and trauma. The content will assist students to integrate new learning with their established knowledge and practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of collaborative assessment and intervention in social work practice;
- Demonstrate an understanding of strengths-based approaches using an anti-oppressive perspective in practice at either placement and/or place of work;
- Present, analyse and critique examples of direct social work practice with individuals and/or families, their placement and/or place of work;
- Demonstrate an ability to reflect critically on practice, utilising peer feedback, consultation with lecturers; personal awareness and theoretical input;
- Demonstrate an ability to further develop existing interpersonal and communication skills for the purpose of assessment and intervention in casework practice;
- Demonstrate the necessary knowledge and skills base to begin supervised casework in social work.

**Class Contact:** Three hours per week lecture/workshop for one semester.


**Assessment:** Exercise Skills exercise 20% Total effective word limit 3000 words

---

**ASW4044 COMMUNITY DEVELOPMENT**

**Locations:** Footscray Nicholson,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study explores the history, nature and dimensions of community development, both in Australia and internationally. Focus will be on analysing useful concepts, framework and strategies, including issues of participation, community organisation and the dynamics of power and influence in seeking social, economic and political change. Community development acknowledges the diversities which exist within any community but also recognises the potential for collaborative alliances and partnerships that link individuals with communities and community resources that mobilise change informed by a commitment to social justice, human rights and equity for all. Importantly, this unit has a practical component to enable students to develop their skills as community development practitioners.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Demonstrate an understanding of the theories and practices of community work and community development;
- Define the process of community development including the tasks involved in the various stages of this process;
- Understand and be competent in the skills and knowledge required for community development;
- Critically evaluate the construction, assumptions and scope of current practices and the context in which community development is located;
- Critically examine the capacity of the community development process to encourage and sustain change, locally, nationally and internationally;
- Develop processes and skills for use in the concurrent field education placement.

**Class Contact:** Three hours per week for one semester.

Assessment:

- Literature review (based on readings assigned for weeks 1-5) 25%; Community Development group project to be linked with placement or conducted on-campus and presented and discussed in class 35%; Major essay 40% (total EWL 3000 words).

ASW4047 SOCIAL PLANNING AND PROGRAM DEVELOPMENT


Pre-requisites: ASW4044 Community Development.

Descriptions:

- This final-year unit of study builds on units from previous semesters in order to introduce strategies and frameworks for achieving social change through community planning, program development and project management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the cultural, social, economic and political imperatives;
- 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 the issues concerning health and mental health issues from a variety of practitioners’, service-users’ and consumer advocates’ perspectives, locally, nationally and internationally;
- Contribute constructively to exploring solutions to some of the problems generated by concerns for individual, community and societal wellbeing by exploring new practice and policy initiatives.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment: Individual written assignment 60%; Group tutorial presentation 40%.

ASW4048 HEALTH AND MENTAL HEALTH: PRACTICE AND POLICY


Pre-requisites: Nil.

Descriptions:

- 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the nature, causes, scope and impact of health and mental health on individuals, families and communities, including the environment and the workplace;
- Demonstrate an understanding of the 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 involved in health services and policies in Australia and internationally;
- Demonstrate an understanding of the issues concerning health and mental health issues from a variety of practitioners’, service-users’ and consumer advocates’ perspectives, locally, nationally and internationally;
- Contribute constructively to exploring solutions to some of the problems generated by concerns for individual, community and societal wellbeing by exploring new practice and policy initiatives.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment:

- Analysis of policy or research data on particular targeted group (750-word limit) 25%;
- 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%;
- Major essay (chosen from topic lists) (3000-word limit) 40%.
ASW4049 SOCIAL WORK WITH SCHOOLS

Locations: Footscray Nicholson,

Pre-requisites: Nil.

Descriptions: This unit of study provides students with an opportunity for an in-depth exploration of social work with schools. It places school social work in its historical, theoretical, international, policy, legal and political contexts. It assists students to develop the understandings and skills for well-informed, effective social work practice with schools. The unit will begin with a session on the historical development of social work with schools in Australia, particularly Victoria, and internationally. It then links different models of school social work with different historical periods and sociopolitical contexts. As practitioners with host systems, school social workers require a basic understanding of educational theory and philosophies, and this body of knowledge will be introduced. The unit examines the policy context of Australian schools, and the particular ways that social work values and ethics overlap with and vary from those of schools and education. In particular, legal aspects of practice in schools will be covered, including duty of care in this environment. The unit takes an in-depth look at the Health Promoting Schools model, and its use of bodies of theory including understandings of wellbeing and resilience. Substantial time in this unit will be given to practice issues including working as a consultant to school staff, working with school communities, interdisciplinary teamwork, and resources for social work with schools. Students will have the opportunity to examine and reflect upon typical situations in the everyday work of school social workers.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate increased understanding of social work with schools;
- Demonstrate increased knowledge of educational theory, policy and systems;
- Understand different models of school social work, including the Health Promoting Schools framework;
- Access resources available for social work with schools;
- Apply knowledge to school social work practice in situations involving diversity and complexity.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.

Required Reading: School social work theory to practice, Bye, L & Alvarez, M (eds) 2007, Belmont: Thomson

Assessment: Creative Works Powerpoint presentation: the role of the School Social Worker 30% Total effective word limit 3000 words

ASW4050 STATUTORY SOCIAL WORK

Locations: Footscray Nicholson,

Pre-requisites: Nil.

Descriptions: This unit of study will explore statutory social work and the tensions of reconciling critical social work practice with statutory obligations. Focus will be directed towards the historical, discursive, legislative and administrative base of policy and practice. In particular, statutory obligations with regard to: child protection, criminal justice, health and mental health systems, aged services, residential care, income support, asylum seekers and refugees and working with involuntary clients in a range of government and non-government statutory settings will form the basis of this analysis. Within these settings agency procedures such as risk assessments, case conferences, reports, interagency collaboration, and institutional care will be discussed against such contexts as ethics in practice including analyses of power, authority and control, professionalism, self-determination, and confidentiality within a critical, reflective and emancipatory practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand the historical development of social work’s statutory obligations;
- Undertake an analysis of the obligations within the various acts that inform statutory social work;
- Explore the nature of statutory social work and its impact on the profession and the service users, their families and the broader community, with reference to social and human rights, duty of care, and service provision;
- Demonstrate understandings of various discourses associated with statutory work and be able to place these discourses in an historical, cultural, political, legal, economic and social context;
- Demonstrate a critique of the way statutory social work is used in gender, economic, political, religious and cultural discourses and its impact on individuals, families and communities;
- Identify the recurrent tensions between statutory obligations and critical social work’s emphasis on empowerment, advocacy and social change around discriminatory and oppressive social/political relations;
- Examine appropriate practice, policy, and administrative and legislative responses when faced with issues arising from statutory obligations;
- Explore their own behaviours and attitudes in relation to issues discussed;
- Recognise the effects of statutory social work on individuals, groups and communities and the resistances and hostilities they face as a result;
- Contribute constructively to exploring solutions to some of the problems generated by this analysis by exploring new practice and policy initiatives.

Class Contact: Two hours per week for one semester. Format will vary in accordance with unit calendar.


Assessment: Literature/book review (this is to be done on all readings assigned for weeks 1-5) (750-word limit) 25%; Group project (present ideas, theories and research on the selected topic presented in a word that is accessible and readily understood by the rest of the group and will lead and stimulate class discussion) (1250-word limit) 35%; Major essay or take home exam (chosen from topic lists assigned) (3000-word limit - 500 words per question) 40%.

ASW4051 SUPERVISION PRACTICE IN SOCIAL WORK

Locations: Footscray Nicholson,

Pre-requisites: Nil.

Descriptions: The experience of supervision is one that all social workers have because of the professional requirements of the Australian Association of Social Work (AASW). This unit will introduce students to a critical analysis of the social, professional and organisational contexts of supervisory practice in the human services sector. It will assist students to critically examine the global, social, political, professional and service provisions discourses in the supervision context. Students will reflect on the stories of the characters involved in their supervision and examine the power of each of these characters in the supervision process. It will also consider the ethical dimensions of supervision practice and the implications of this in practice.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Extend their understanding of theoretical and practical issues relating to the process of professional supervision;
- Explore the different discourses in the supervision experience;
ASW4092 SOCIAL WORK RESEARCH 2

Locations: Footscray Nicholson,

Pre-requisites: ASW2093 Social Work Research 1.

Descriptions: Research, evaluation and scholarship are integral to social work practice. A critical, anti-oppressive approach to social work influences all aspects of research practice, from the research topics we choose to the way we utilise research findings in our everyday practice. While critical social research is the tradition that shares anti-oppressive social work’s aim of bringing about transformational change, other traditions also produce material that can be an important resource for social work. This unit introduces students to the importance of developing a critical reflective practice when undertaking or utilizing social work research. It builds on understandings developed in Social Work Research 1. Students will continue to examine the importance of research in social work practice; the philosophical bases of social work research; and the empowering potential of postcolonial, feminist and participatory action approaches to research and evaluation. This unit includes a module on analysing and presenting quantitative data. Students will be introduced to, and have the opportunity to use, SPSS and Excel in the computer laboratory. Emphasis will be on descriptive statistics and presenting data in meaningful ways.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Articulate an understanding of social research and its role in social work practice;
- Locate themselves as reflective practitioners/researchers;
- Understand the implications of different paradigms used within social research;
- Articulate a critical awareness of what anti-oppressive social work research might look like, emphasizing the importance of recognising practices that are driven by sexism, classism, racism and other dominant discourses;
- Evaluate critically the strengths and limitations of published research;
- Identify ethical issues and ethical guidelines for social work research;
- Use computers for quantitative data analysis, and the presentation of descriptive statistics.

Class Contact: 90-minute lecture; 90-minute tutorial/computer lab per week for one semester.


Assessment: Assessment 1: Develop a research question that is relevant to social work research (1000-word limit) 20%. Assessment 2: Propose a research design for your research topic. Include epistemology, theory, methodology and methods. Demonstrate the suitability of research design for your proposed research. Include a discussion of ethical issues, a sampling and data collection plan, and a data analysis plan (2000-word limit) 40%. Assessment 3: Quantitative data analysis and presentation test (2000-word limit) 40% OR Literature review of specific research area (2000-word limit) 40%.

ASW4290 FIELD EDUCATION 2

Locations: Footscray Nicholson,

Pre-requisites: ASW3201 Field Education 1; ASW3202 Field Education 1: Integrative Seminar.

Descriptions: This unit of study enables students to participate in a structured and supervised field experience. The broad aim of this unit is to provide fourth-year students with the opportunity to extend their knowledge and experience in linking theory with the realities of practice and extend their skills for social work practice. Students will be allocated placements where the focus is on community
development, research or policy work. A variety of social work and related agencies in and around Melbourne will be utilised. The field education co-ordinator will be responsible for the selection and arrangement of placements according to AASW guidelines.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate knowledge relevant to the placement context, organisational structure and function and the role of social work within this context;
• Use conceptual skills in relating theory to practice;
• Work independently and demonstrate initiative in practice situations;
• Recognise the ways in which the students’ values influence responses to particular practice situations;
• Identify the ways in which the interests and values of dominant groups determine the definition of, and responses to, service user needs;
• Demonstrate specific skills in relation to the particular emphasis of specific placements ie. communication skills, writing skills, recording and evaluation skills and organisational and planning skills;
• Have confidence in knowing how and when to use consultation and supervision;
• Demonstrate an emerging capacity for critical reflective practice;
• Demonstrate a practice-based awareness of the issues of consumers’ service and resource networks associated with their placement agency’s functions;
• Continually assess the process of intervention in the light of personal and agency ideology and social work values.

Class Contact: This unit consists of 70 days of supervised field education in a human service agency.


ASW4291 FIELD EDUCATION 2: INTEGRATIVE SEMINAR

Locations: Footscray Nicholson,
Pre-requisites: ASW3201 Field Education 1; ASW3202 Field Education 1: Integrative Seminar.

Descriptions: This unit of study is designed to help students integrate theory and practice while on placement. Additionally these classes help students to explore the theory/practice relationship and focus on their own experiences and learning. There will be a half-day workshop focusing on the development of a work portfolio, career development and job-seeking skills. Potential employers will be invited to talk to the class. This forms the capstone task required for all students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Identify issues related to the placement experience and integrate theory with practice and practice with theory;
• Identify and use effectively a range of skills required for social work practice;
• Analyse developing practice skills;
• Identify the knowledge on which to base their practice;
• Reflect on the application of this knowledge to practice and demonstrate an emerging capacity for critical reflection;
• Evaluate own practice and revise their theory base in the light of this evaluation;
• Take responsibility for their learning and explore creative thinking about the use of practice skills.

Class Contact: Twenty-four hours flexible delivery combining day seminars and tutorials as advised.

Required Reading: Cleek, HM & Wilson, J 2004, Making the most of field placement, Thompson, Australia.

Assessment: Learning portfolio that includes inventory of self reflective exercises, peer group report of learning opportunities in small learning circle, preparation of curricula vitae and job application (combined 5000-word limit [ungraded]). This unit is mastery assessment and therefore all assignments must be submitted and a result of either satisfactory or unsatisfactory will be recorded.

ASWS5001 SOCIAL WORK HONOURS

Locations: St Albans,
Pre-requisites: Nil.

Descriptions: The Honours program allows students to develop specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The successful completion of the Honours thesis, under the supervision of a social work academic staff member, enables students to graduate with a BSW with Honours. Successful completion of the BSW with Honours allows a graduate to apply immediately for entrance into a Masters of Social Work or PhD program, whereas graduates with a general BSW degree usually must have three years full-time post BSW practice experience before they can apply to commence a Masters.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Undertake a research project that meets the expectations of academic research;
• Complete a small piece of research that has relevance for social work;
• Comply with ethical guidelines for conducting social work research;
• Complete data analysis for a small research project;
• Complete a substantial piece of academic writing in the form of an Honours thesis.

Class Contact: Individual supervision: one hour per week from second semester.


Assessment: Honours thesis 100%. Grading: First Class Honours (H1) 80-100; Upper Second Class Honours (H2A) 70-79; Lower Second Class Honours (H2B) 60-69; Third Class Honours (H3) 50-59; Not Passed (N) 0-49. (Combining with 5000 word assessment in Social Work Seminar in Semester 1) 10,000 word limit.
ASWS5002 SOCIAL WORK HONOURS: SEMINAR

Locations: Footscray Nicholson,

Pre-requisites: Acceptance into Honours.

Descriptions: This Social Work unit offers an Honours program to final year social work students who have attained grades of at least 70% (Distinction or High Distinction) in at least half of their graded units in the second and third years of the Bachelor of Social Work Program or in the third year for advanced entry students. In order to successfully complete the Bachelor of Social Work with Honours, students are required to carry out a small piece of research and write a minor research thesis. The Honours program allows students to develop research practice expertise, and specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The Honours seminar in semester one prepares students to design an appropriate Honours research project, prepare an ethics application, and write a detailed research proposal.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Articulate the components required to undertake a research project;
- Commence a small piece of research;
- Understand ethical issues and ethical guidelines for conducting social work research;
- Complete an application for ethics approval;
- Demonstrate beginning skills for analysing data of either a qualitative or quantitative nature;
- Prepare a research proposal that will constitute a first draft of the first three chapters of the Honours thesis.

Class Contact: Three-hour seminar.


Assessment: Formal research proposal (5000-word limit) comprising the first three chapters of the Honours thesis 100%.

ASWS5003 SOCIAL WORK HONOURS THESIS

Locations: Footscray Nicholson,

Pre-requisites: Nil

Descriptions: The Honours program allows students to develop specialist knowledge in particular areas of their undergraduate studies. It provides students with the opportunity to learn more about research, its application and presentation and to build on their developing capacity for reflective practice. The successful completion of the Honours thesis, under the supervision of a social work academic staff member, enables students to graduate with a BSW with Honours. Successful completion of the BSW with Honours allows a graduate to apply immediately for entrance into a Masters of Social Work or PhD program, whereas graduates with a general BSW degree usually must have three years full-time post BSW practice experience before they can apply to commence a Masters.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Undertake a research project that meets the expectations of academic research;
- Complete a small piece of research that has relevance for social work;
- Comply with ethical 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: Thesis Honours thesis 100% (Combining with 5000 word assessment in Social Work Seminar in Semester 1) 10,000 word limit.

ASX1001 ASIAN PHILOSOPHY

Locations: Footscray Park, St Albans,

Pre-requisites:

Descriptions: Asian Philosophy is an introduction to the main schools of thought in Asia, past and present. Students are encouraged to explore a wide range of primary and secondary English and translated sources on Buddhist philosophy, Zen Buddhism in China and Japan, the Bhagavad-gita and Indian thought, Yoga, meditation, Daoism (Taoism) and Confucianism in China, Tibetan Buddhism and Islamic and Sufi thought. Students learn about key ideas like tantra, humanity, heart-mind, emptiness, and doing-without-doing, and also learn about thinkers such as Laozi (Lao-tzu), Confucius (Kongzi), Zhuangzi (Chuang-tzu), the Buddha, Patanjali, Bodhidharma, Rumi, Milarepa and many other ‘characters’. The emphasis is on understanding each philosophy as offering an ‘art of living’ and a mode of inquiry that continues to be relevant in our present time.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate an elementary understanding of the major currents in Asian philosophy;
- Distinguish the main ideas and founders of a range of Asian philosophies;
- Discuss ideas from a range of cultural traditions;
- Apply ‘care’ in scholarship and learning.

Class Contact: Two one-hour lectures and one one-hour tutorial per week.


Assessment: Assignment Reflective writing assignment every two weeks (5 x 200 words) 50%

ASX3000 INTERNATIONAL STUDIES PROJECT

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of at least one International Studies core option.

Descriptions: Through participation in the planning and execution of a project with a focus on a topic related to the general theme of Australia in the World: Immigration and Multiculturalism, students will produce a substantial piece of work and reflect on the learning they have achieved through their project work and seminars. Depending on the project that is negotiated (on the basis of personal interest, students’ area/s of specialisation and project availability) students may work individually or as part of a small team to achieve the negotiated project goals and outcomes. The projects will be based on research carried out in the community. While students might negotiate
a placement with an agency or community organisation, this will depend on the individual project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Apply basic research skills;
• Identify ethical issues related to research work;
• Demonstrate knowledge of the key debates around the idea of global citizenship;
• 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.

Class Contact: 24 hours of seminars and individual consultation with the lecturer.

Required Reading: As advised by lecturer.

Assessment: Report Project report (in negotiated format) 80% Total effective word limit 3000 words

ASX3001 INTERNATIONAL STUDIES: PROFESSIONAL LEARNING

Locations: Footscray Park,

Pre-requisites: Normally completion of at least two thirds of the International Studies degree units (ie. 192 credit points).

Descriptions: Through placement in an organisation to contribute to the daily work activities of that organisation, students will have an extended work integrated learning opportunity. The placement may be overseas as part of an exchange program and/or in a local context of cultural and linguistic diversity. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Depending on the placement that is negotiated (on the basis of personal interest, students’ area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator. The placement may be focused on community service learning or professional work based learning, depending on the students’ interest and opportunities that are available.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to;

• Understand about and experience the culture of a workplace and/or community fieldwork setting;
• Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity;
• Demonstrate direct experience of working independently, co-operatively and as part of a team in a real workplace or community context;
• Apply their international studies knowledge and intercultural communication and learning skills;
• Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

Class Contact: No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

Required Reading: To be developed collaboratively between students and their co-ordinator and employee/mentor. The nature of this unit as an individually negotiated field placement or work integrated learning normally undertaken overseas, means that it is not appropriate to prescribe reading until the focus of the professional learning experience has been finalised.

Assessment: Employee/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%. EWL 3000 words.

ASX3500 INTERNATIONAL INTERDISCIPLINARY PROJECT

Locations: Footscray Park,

Pre-requisites: Satisfactory completion of at least one year of a Bachelor of Arts specialisation.

Descriptions: This unit of study investigates different ideals and practices of global citizenship in the 21st century. The concept of the global citizen has emerged as the nation state is seen to be unable to offer solutions to global problems in the areas of human rights, environmental sustainability, and security. Reciprocal rights and responsibilities are increasingly being viewed as international. This unit examines different dimensions of global citizenship: socially, via the media and technology; culturally, through the transnational movement of people; environmentally, via international protocols and conventions; politically in supra-national agreements and international relations. Students produce a substantial case study of the global links and connections between a group, community, individual or organisation that has pursued ideals of citizenship beyond national boundaries. Research will be conducted in the community and the project will be negotiated on the basis of students’ disciplinary background and areas of specialisation, access to relevant organisations and personal interest. Students are introduced to a range of approaches to research and may choose to conduct interviews and surveys, or write a creative response to their research findings (a film script, a family history or a narrative account). Students may work individually or as part of a small team to achieve the negotiated project goals and outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Construct a cohesive research paper;
• Apply advanced research skills;
• Demonstrate knowledge of the ethical issues related to research;
• Demonstrate knowledge of the key debates around the idea of global citizenship;
• Plan and undertake a project in a real-life context;
• Cooperatively engage with a range of people in order to achieve project goals;
• Develop and apply their intercultural communication and learning skills;
• Reflect critically on their experiences and use this reflection to plan how to improve outcomes.

Class Contact: 24 hours of seminars and individual consultation with the lecturer.


Assessment: Presentation Presenting the plan of the research project (700 words) 20%
AXR0002 RESEARCH DESIGN AND METHODS

Locations: City Flinders, and Off-campus

Pre-requisites: Nil.

Descriptions: This unit of study will examine the important link between epistemology, methodology, and methods underpinning the choice of research design appropriate to investigate and answer a research question. The focus is on the development of a research proposal. Alongside the basics of quantitative and qualitative research design and methods, attention is given to the types of research problems that can be addressed by mixed methods or triangulation. The unit topics will include: qualitative research philosophies and approaches including phenomenology, grounded theory, action research; qualitative design and data collection methods including literature review, case studies, focus groups, interviewing, ethnographic fieldwork; and analysis and interpretation, appropriate to the social sciences. Quantitative methods will include experimental and quasi experimental; non-experimental descriptive and correlational research design. Unit topics will also address issues of sampling, generalisability, measurement reliability and validity, and methods of data collection. Topics in data analysis will include descriptive statistics and parametric and non-parametric techniques for analysing univariate data, and multivariate descriptive and inferential statistics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Appreciate different epistemologies or ways of knowing;
• Analyse assumptions underlying quantitative and qualitative research methods;
• Demonstrate knowledge of the appropriateness of research designs and critique methods presented in published research studies;
• Identify researchable problems arising from their professional practice and the literature;
• Operationalise the research problem;
• Demonstrate the principles of evaluation of research projects in terms of their quality and significance;
• Design a research project.

Class Contact: One three-hour weekly seminar for on-campus students and online for off-campus students.

Required Reading: Students will be provided with selected study materials.

Assessment: Online exercises and research project proposal.
**SCHOOL OF SPORT AND EXERCISE SCIENCE**

Below are details of courses offered by School of Sport and Exercise Science in 2010. This information is also available online on the University’s searchable courses database at www.vu.edu.au/courses

**NOTE:** Courses available to International students are marked with the (I) symbol.

**BACHELOR OF EXERCISE SCIENCE & HUMAN MOVEMENT/ BACHELOR OF SPORT & RECREATION MANAGEMENT (I)**

Course Code: ABHR

Campus: Footscray Park,

**Course Objectives:** The double degree in Exercise and Human Movement, and Sport and Recreation Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport industry and the skills and understandings of human movement. The degree educates sport managers with particular strengths in exercise.

The objectives of the course are to produce graduates with:

- a sound knowledge of the structure and practices of the Australian sports industry;
- an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors;
- a range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders;
- specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies and;
- an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership roles in promoting institutional and social change with social justice initiatives.

**Career Opportunities:** Graduates from the double degree in exercise and human movement / sport and recreation management course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in as a manager, administrator or sport scientist in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations and sport management consultancies, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

**Course Duration:** 4 years

**Admission Requirements:** Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

**Course Structure:** Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.
## Bachelor of Sport & Recreation Management/Bachelor of Business - Event Management

**Course Code:** ABRE  
**Campus:** Footscray Park,  
**Course Objectives:** The double degree in Sport and Recreation Management and Business Event Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills, and understandings of business principles and events management. The degree educates sport and recreation managers with a particular emphasis on events management.

The objectives of the course are to produce graduates with:

- a range of skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders with a developed understanding of how to apply these skills for event management;
- skills in event management that can be applied in a diversity of service delivery settings, especially the sport and recreation industry;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies;
- an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives;
- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;
- a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing events; and
- an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services.

### Course Requirements

**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:** COURSE REQUIREMENTS

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

<table>
<thead>
<tr>
<th>Year, Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS1200</td>
<td>SPORT AND RECREATION MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>AHS1207</td>
<td>SPORT AND RECREATION CAREER DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>BH01171</td>
<td>INTRODUCTION TO MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>BLO1105</td>
<td>BUSINESS LAW</td>
<td>12</td>
</tr>
<tr>
<td>Year, Semester 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS1107</td>
<td>SPORT, LEISURE AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>AHS2111</td>
<td>SPORT SPONSORSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHS3200</td>
<td>EVENT MANAGEMENT IN SPORT AND RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>BH03420</td>
<td>EVENT OPERATIONS</td>
<td>12</td>
</tr>
<tr>
<td>Year, Semester 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS3114</td>
<td>SPORT AND RECREATION FACILITY MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS</td>
<td>12</td>
</tr>
<tr>
<td>BH03423</td>
<td>EVENT EVALUATION AND LEGACY</td>
<td>12</td>
</tr>
<tr>
<td>Year, Semester 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS3113</td>
<td>ETHICS AND SOCIAL POLICY IN SPORT</td>
<td>12</td>
</tr>
<tr>
<td>BH03421</td>
<td>BUSINESS EVENTS</td>
<td>12</td>
</tr>
<tr>
<td>BH02256</td>
<td>TOURISM HOSPITALITY AND EVENTS MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>BMO3405</td>
<td>LIVE PERFORMANCE MANAGEMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

### Bachelor of Sport and Recreation Management/Bachelor of Business Marketing

**Course Code:** ABRK  
**Campus:** Footscray Park,  
**Course Objectives:** The double degree in Sport and Recreation Management and Business Marketing provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles and marketing skills. The degree educates sport and recreation managers with a particular emphasis on marketing skills.

The objectives of the course are to produce graduates with:

- a sound knowledge of the structure and practices of the Australian sport and recreation industry;
- a range of vocational skills that can be used to manage and market a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
- skills in marketing that can be applied in a diversity of service delivery settings, especially the sport and recreation industry;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and
- an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

**Course Duration:** 4 years

**Admission Requirements:** Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

**Course Structure:** COURSE REQUIREMENTS

Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

**Year 1, Semester 1**

- AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
- AHS1111 SPORT HISTORY AND CULTURE 12
- BHO1171 INTRODUCTION TO MARKETING 12
- BLO1105 BUSINESS LAW 12

**Year 1, Semester 2**

- AHS7045 SPORT AND THE MEDIA 12
- BCO1102 INFORMATION SYSTEMS FOR BUSINESS 12
- BEO1106 BUSINESS STATISTICS 12
- BMO1102 MANAGEMENT AND ORGANISATION BEHAVIOUR 12

**Year 2, Semester 1**

- AHS1200 SPORT AND RECREATION MANAGEMENT 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 12
- BFP1001 PROFESSIONAL DEVELOPMENT 1 12
- BHO2285 MARKETING RESEARCH 12

**Year 2, Semester 2**

- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS2111 SPORT SPONSORSHIP 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12

**Year 3, Semester 1**

- AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
- BEO1105 ECONOMIC PRINCIPLES 12
- BEO3201 DISTRIBUTION MANAGEMENT AND OPERATIONS 12
- BHO2258 PRODUCT AND BRAND MANAGEMENT 12

**Year 3, Semester 2**

- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- BFP2001 PROFESSIONAL DEVELOPMENT 2 12
- BHO2434 CONSUMER BEHAVIOUR 12

- Plus Sport Elective 1

**Year 4, Semester 1**

- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- BAO1101 ACCOUNTING FOR DECISION MAKING 12
- BHO2257 ADVERTISING AND MARKETING COMMUNICATIONS 12
- BHO3254 ADVANCED MARKETING RESEARCH 12

**Year 4, Semester 2**

- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12
- BHO3435 MARKETING PLANNING AND STRATEGY 12

- Plus Sport Elective 2

**BACHELOR OF SPORT AND RECREATION MANAGEMENT/BACHELOR OF BUSINESS MANAGEMENT**

*Course Code: ABRM*

*Campus: Footscray Park,*

**Course Objectives:** The double degree in Sport and Recreation Management and Business Management provides students with a sound knowledge and critical appreciation of the structure and practices of the Australian sport and recreation industry and the skills and understandings of business principles and management skills. The degree educates sport and recreation managers with a particular emphasis on core management skills.

The objectives of the course are to produce graduates with:

- a sound knowledge of the structure and practices of the Australian sport and recreation industry;
- a range of vocational skills that can be used to manage a variety of sport and recreation organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders;
- skills in generic business management that can be applied in a diversity of service delivery settings;
- an ability to work independently, ethically and professionally in sporting clubs, state and national sporting and recreation agencies, leisure centres, sport stadium and major events facilities, community service organisations and sport management consultancies; and
- an ability to adapt to the changing needs of the sport and recreation industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives.

**Career Opportunities:** Graduates from the double degree in sport and recreation management/business management course will be prepared to undertake professional responsibilities for both sport and recreation agencies as well as general business operations. Graduates will find work as a manager, administrator in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

**Course Duration:** 4 years
** Admission Requirements: Prerequisites:** Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

**Course Structure:** Students will be expected to complete all the core units of the course as listed in the course structure. Students will also be able to choose a number of elective units from any course of study.

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS1111</td>
<td>SPORT HISTORY AND CULTURE                  12</td>
</tr>
<tr>
<td>AHS1100</td>
<td>INTRODUCTION TO SPORT AND RECREATION       12</td>
</tr>
<tr>
<td>BFP1001</td>
<td>PROFESSIONAL DEVELOPMENT 1                 12</td>
</tr>
<tr>
<td>BMO1102</td>
<td>MANAGEMENT AND ORGANISATION BEHAVIOUR       12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Semester 1</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS7045</td>
<td>SPORT AND THE MEDIA                        12</td>
</tr>
<tr>
<td>BAO1011</td>
<td>ACCOUNTING FOR DECISION MAKING             12</td>
</tr>
<tr>
<td>BCO1102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS           12</td>
</tr>
<tr>
<td>BHO1171</td>
<td>INTRODUCTION TO MARKETING                  12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2, Semester 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS1107</td>
<td>SPORT, LEISURE AND SOCIETY                 12</td>
</tr>
<tr>
<td>AHS2111</td>
<td>SPORT SPONSORSHIP                          12</td>
</tr>
<tr>
<td>AHS2300</td>
<td>EVENT MANAGEMENT IN SPORT AND RECREATION    12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3, Semester 1</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3114</td>
<td>SPORT AND RECREATION FACILITY MANAGEMENT   12</td>
</tr>
<tr>
<td>BFP2001</td>
<td>PROFESSIONAL DEVELOPMENT 2                 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3, Semester 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3113</td>
<td>ETHICS AND SOCIAL POLICY IN SPORT          12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4, Semester 1</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3505</td>
<td>SPORT RECREATION AND SUSTAINABILITY        12</td>
</tr>
<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS                        12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4, Semester 2</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLO2207</td>
<td>EMPLOYMENT LAW                             12</td>
</tr>
<tr>
<td>BMO3421</td>
<td>MANAGING THE SERVICE ORGANISATION          12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BACHELOR OF SPORT AND RECREATION MANAGEMENT (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Code:</strong> ABSR</td>
</tr>
<tr>
<td><strong>Campus:</strong> Footscray Park,</td>
</tr>
</tbody>
</table>

**Course Objectives:** The aim of the course is to produce competent sport and recreation professionals who have practical management and leadership skills. The course provides students with a sound knowledge and a critical appreciation of the structure and practices of the Australian sport and recreation industry, and a commitment to sport and recreation such that they can be employed in a variety of positions in various sectors of the sport and recreation industry. The course seeks to graduate students who will promote lifelong sport and recreation participation by all sections of the community. Students will choose one of three major streams of study in Sport Management, Recreation Management or Outdoor Recreation when they apply for the course.

The objectives, to be achieved through self-engagement in learning, include:

- an understanding and appreciation of the nature, role and significance of sport and recreation for individuals and social groups in its differing social, political and economic contexts;

- generic understandings and skills that enable professional effectiveness in sport and recreation settings (eg. oral and written communication, self-reliance, teamwork, research);

- a knowledge of the functions of sport and recreation managers in a range of sport and recreation management roles that are suitable for application in a variety of sport and recreation service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies);

- understanding and application of management skills (planning, human resource management, marketing, financial control, performance evaluation) to sport and recreation services;

- an understanding of leadership functions and the possession of a range of leadership skills that can be applied in sport and recreation delivery and facilitation;

- a practical understanding of the ongoing and project tasks and problems associated with leading and facilitating sport and recreation opportunities and managing sport and recreational organisations; and
• an understanding of, and commitment to, the benefits of quality sport and recreation and to the professional standards required in the provision of sport and recreational services. To achieve these objectives and produce “job ready” graduates appropriate work integrated learning experiences and associated assessment will be incorporated in new and existing units of study.

Career Opportunities: Graduates from the sport and recreation course will be prepared to undertake professional responsibilities in a variety of sport and recreation settings. Graduates will find work in professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies.

Course Duration: 3 years

Admission Requirements: Prerequisites: Units 3 and 4 - a study score of at least 20 in English (any). Selection mode: CY12: ENTER and two stage process with a middle-band of approximately 20%. NONY12: Academic record, possible interview if required.

Course Structure: Sport Management Stream

Year 1 Semester 1
- AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
- AHS1111 SPORT HISTORY AND CULTURE 12
- AHS1200 SPORT AND RECREATION MANAGEMENT 12
- Plus Sport elective 1

Year 1 Semester 2
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS2301 SPORT AND RECREATION SERVICES MARKETING 12
- AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12
- AHS7045 SPORT AND THE MEDIA 12

Year 2 Semester 1
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION 12
- AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION 12
- Plus Sport elective 2

Year 2 Semester 2
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS1013 OUTDOOR SAFETY SKILLS 12
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12
- Year 2 Semester 1
- AHS1015 ENVIRONMENTAL INQUIRY 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- Plus Sport elective 1
- Plus Sport elective 2

Year 3 Semester 1
- AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4

Year 3 Semester 2
- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12
- Plus Sport elective 6

Elective options for Sport Management students

Sport Management major students need to choose one elective unit as part of their enrolment in the first semester of their course. Students need to add one elective to their enrolment for semester 1. Although electives can be any unit that a student wants to choose, the following electives have been designed to fit in your timetable

Suggested electives:
- AHS1106 RECREATION ACTIVITY LEADERSHIP 12
- AHX0010 OLYMPIC STUDIES 12
- AHS1202 RECREATION PROGRAMMING 12

Sunbury Campus option:
- AHS0114 FOOTBALL STUDIES 12

Outdoor Recreation Stream

Year 1 Semester 1
- AHS0141 BUSHWALKING LEADERSHIP 12
- AHS1012 THEORIES OF OUTDOOR EDUCATION 12
- AHS1100 INTRODUCTION TO SPORT AND RECREATION 12
- AHS1200 SPORT AND RECREATION MANAGEMENT 12

Year 1 Semester 2
- AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING 12
- AHS1013 OUTDOOR SAFETY SKILLS 12
- AHS1107 SPORT, LEISURE AND SOCIETY 12
- AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT 12

Year 2 Semester 1
- AHS1015 ENVIRONMENTAL INQUIRY 12
- AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1 12
- Plus Sport elective 1
- Plus Sport elective 2

Year 2 Semester 2
- AHS1016 LEADERSHIP IN THE OUTDOORS 12
- AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION 12
- AHS3503 LEGAL ISSUES IN SPORT AND RECREATION 12
- Plus Sport elective 3

Year 3 Semester 1
- AHS1017 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS 12
- AHS1018 EXPEDITION LEADERSHIP 12
- AHS3505 SPORT RECREATION AND SUSTAINABILITY 12
- Plus Sport elective 4

Year 3 Semester 2
- AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY 12
- AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT 12
- Plus Sport elective 5
- Plus Sport elective 6
Recreation Management Stream

Year 1 Semester 1

AHS1100  INTRODUCTION TO SPORT AND RECREATION  12
AHS1106  RECREATION ACTIVITY LEADERSHIP  12
AHS1200  SPORT AND RECREATION MANAGEMENT  12
AHS1202  RECREATION PROGRAMMING  12

Year 1 Semester 2

AHS1107  SPORT, LEISURE AND SOCIETY  12
AHS2301  SPORT AND RECREATION SERVICES MARKETING  12
AHS0134  INCLUSIVE RECREATION STRATEGIES  12
AHS3500  SPORT AND RECREATION FINANCIAL MANAGEMENT  12

Year 2 Semester 1

AHS1207  SPORT AND RECREATION CAREER DEVELOPMENT 1  12
AHS2400  HUMAN RESOURCES IN SPORT AND RECREATION  12
AHS2405  RESEARCH AND EVALUATION IN SPORT AND RECREATION  12

Year 2 Semester 2

AHS2300  EVENT MANAGEMENT IN SPORT AND RECREATION  12
AHS2305  SOCIAL PSYCHOLOGY OF RECREATION  12
AHS3503  LEGAL ISSUES IN SPORT AND RECREATION  12

Year 3 Semester 1

AHS2404  RECREATION AND COMMUNITY DEVELOPMENT  12
AHS3114  SPORT AND RECREATION FACILITY MANAGEMENT  12
AHS3505  SPORT RECREATION AND SUSTAINABILITY  12

Year 3 Semester 2

AHS3502  RECREATION PLANNING AND POLICY  12
AHS3600  SPORT AND RECREATION CAREER DEVELOPMENT  12

GRADUATE DIPLOMA IN CLINICAL EXERCISE PRACTICE

Course Code: AGCE

Campus: Footscray Park,

Course Objectives: This course is not taking an intake 2010. The Graduate Diploma in Clinical Exercise Practice will provide ALL of the technical and professional knowledge, skills and competencies necessary for Clinical Exercise Physiologists (AAESS-Accredited Exercise Physiologists). Accreditation as an AEP is the only pathway to the compensable schemes available to Clinical Exercise Physiologists, comprising Medicare, WorkCover, Comcare, Veterans Affairs and TAC (pending), as well as schemes supported by health insurers such as NIB and Medibank. This course has been designed to address all of the necessary accreditation criteria for AEPs, without compromising academic standards or diluting academic freedom. It contains the most up-to-date curricula in the field, and features multi- and inter-disciplinary approaches to learning, flexible and online learning, carefully constructed and validated assessment tasks, and extensive and carefully designed learning in the workplace content using a number of approaches that have worked well in other courses within the Graduate Program in Exercise Rehabilitation.

This course aims to:

- build on the skills, attributes, and knowledge developed in the new Undergraduate Clinical Exercise Practice course;
- to provide the final year of a new 3 + 1 Program that will lead to the most direct pathway to accreditation as an AAESS-Accredited Exercise Physiologist and a career as a clinical exercise practitioner;
- to prepare those students who do not wish to practise clinical exercise to either practise exercise science with apparently healthy clientele or continue with further study in the exercise sciences;
- to prepare students for further postgraduate studies in the clinical exercise sciences, if desired.

Career Opportunities: Graduates of the Graduate Diploma in Clinical Exercise Practice may gain accreditation as an AAESS-Accredited Exercise Physiologist and/or a Clinical Exercise Practitioner.

Course Duration: 1 year

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*.

Applicants who have not completed Year 12 but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. In addition to satisfying the entry requirements for Australian resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System - Overall score of 6 and no individual band score less than 6.0.

Course Structure: Please note that this course is being reviewed. The semester 2 units will be changed for 2009

Year 1

Semester 1

AHX5040  CASE MANAGEMENT FOR CLINICAL EXERCISE 1  12
AHX6041  EXERCISE PRESCRIPTION FOR CARDIORESPIRATORY AND METABOLIC CONDITIONS  12

Semester 2

AHX5045  CASE MANAGEMENT FOR CLINICAL EXERCISE 2  12
AHX5018  EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS  12
AHX5046  EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS  12
AHX5047  CLINICAL EXERCISE PRACTICE 2  12
MASTER OF APPLIED SCIENCE - CLINICAL EXERCISE PRACTICE (I)
Course Code: AMCE
Campus: Footscray Park,

Course Objectives: This course is designed to produce graduates with expertise in exercise and sport science who will understand the scientific basis of exercise and sport performance; be able to apply and effectively evaluate fitness and performance levels; prescribe exercise/training programs to enhance existing levels; be able to effectively communicate those prescriptions to their clients and understand and appreciate the ethical dimensions and implications of this role as well as prescribe exercise and training techniques which emphasise injury prevention. The Master of Applied Science - Clinical Exercise Practice, is a 2 year full-time (or part-time equivalent) postgraduate program to train students in the clinical uses of exercise, in order to prepare graduates to apply for accreditation and work as exercise physiologists. This program offers a postgraduate pathway into clinical exercise practice for graduates from non-traditional backgrounds (ie not exercise science graduates). The first year of this program is the Graduate Diploma in Exercise Science (HGXS). Also, this program is complementary to the Master of Applied Science - Exercise Rehabilitation, offered at Victoria University, and leads to similar graduate outcomes.

The objective of the course is to produce graduates who will be eligible via the accrediting authority, the Australian Association for Exercise and Sports Science (AAESS), to practise clinical exercise physiology as AAESS-Accredited Exercise Physiologists.

Course Duration: 2 years
Admission Requirements: To qualify for admission to the course, applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

Course Structure: The course is delivered over three or four evenings per week.

Year 1, Semester 1
AHX5070  EXERCISE PHYSIOLOGY THEORY AND PRACTICE 12
AHX5010  EXERCISE PHYSIOLOGY THEORY AND PRACTICE 12
AHX5100  APPLIED PSYCHOLOGY OF SPORT AND EXERCISE 12
AHX5140  EXERCISE PRESCRIPTION 12
AHX5012  MOTOR CONTROL AND SKILL IN EXERCISE 12

Year 1, Semester 2
AHX5014  BIOMECHANICS THEORY AND PRACTICE 12
AHX5120  NUTRITION AND DIET FOR PERFORMANCE 12
AHX5113  RESISTANCE TRAINING 12
AHX5160  EXERCISE AND SPORT SCIENCES FIELDWORK 12

The unit of study AHX5160 consists of eight hours of classwork and 70 hours of fieldwork per semester.

EXIT POINT After completing year one, students can exit and be awarded the Graduate Diploma in Exercise Science.

Year 2, Semester 2
AHX5017  CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION 8
AHX5018  EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS 8
AHX5034  EXERCISE PHYSIOLOGY IN THE WORKPLACE 8
AHX5031  PHYSIOLOGICAL TESTING FOR REHABILITATION 12
AHX5070  EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME) 12

The unit of study AHX5070 consists of eight hours classwork and 140 hours of work integrated learning.

DOCTOR OF PHILOSOPHY (I)
Course Code: APHA
Campus: Footscray Park, City Flinders,

Course Objectives: The School of Sport and Exercise Science offers PhD research programs in many areas of specialisation such as:

- Leisure studies;
- Social gerontology;
- Recreation management;
- Recreation and disability;
- Philosophy of sport; and
- Embodiment.

This course aims to meet the following objectives:

- develop a thorough understanding of the topic through appropriate research techniques as shown by their application;
- develop competence in independent investigation and research;
- develop a high degree of independence of thought and approach; and
- make a significant original contribution to the existing body of knowledge and (where appropriate) practice.

Career Opportunities: Graduates would be positioned to find jobs and careers in a number of areas including academia, private sector business, national sporting organisations, government and not-for-profit organisations.

Course Duration: 4 years
Admission Requirements: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree by research, or Master degree by coursework (with minor dissertation), or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

Course Structure: The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully
The School of Sport and Exercise Science offers PhD research study. This course provides the foundation knowledge and skills for supervision from two academic staff members directly linked with the student. Students are required to conduct independent study, producing a thesis, with an appropriate research design unit of study normally in the first semester complete. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester complete. In fact, all students undertaking research in the area of exercise and sport science may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake and successfully complete, an appropriate research design unit of study normally in the first semester of study.

DOCTOR OF PHILOSOPHY (I)

Course Code: APHS

Campus: Footscray Park, City Flinders

Course Objectives: The School of Sport and Exercise Science offers PhD research programs in many areas of specialisation such as:

- Exercise neuroscience (motor control);
- Motor learning and skill acquisition;
- Exercise biochemistry;
- Biomechanics;
- Exercise science;
- Exercise physiology;
- Sport psychology; and
- Exercise psychology.

This course aims to meet the following objectives:

- develop a thorough understanding of the topic through appropriate research techniques as shown by their application;
- develop competence in independent investigation and research;
- develop a high degree of independence of thought and approach; and
- make a significant original contribution to the existing body of knowledge and (where appropriate) practice.

Career Opportunities: Graduates would be positioned to find jobs and careers in a number of areas including academia, private sector business, national sporting organisations, government and not-for-profit organisations.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree by research, or Master degree by coursework (with minor dissertation), or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience. Initial contact should be made with the Faculty Postgraduate Studies Coordinator to clarify their proposed area of research. Applicants will need to discuss availability of suitable supervision for their program and any facilities or support they will require.

Course Structure: The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete the unit Laboratory Skills for Exercise Physiology. As well, all students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

Students are required to conduct independent study, producing a thesis, with supervision from two academic staff members directly linked with the student.

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT (I)

Course Code: HBM

Campus: Footscray Park,

Course Objectives: This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport.

The aims of the Bachelor of Exercise Science and Human Movement course are to:

- develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science;
- foster independent and collaborative learners who can communicate well in professional settings;
- develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings;
- provide an opportunity through a structured Exercise and Sport Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as an Exercise Scientist to provide exercise interventions for apparently healthy populations, including high performance and recreational athletes;
- provide an opportunity through a structured Clinical Exercise Science stream to specialise and gain (Australian Association for Exercise and Sports Science) accreditation as a Clinical Exercise Practitioner to provide exercise interventions with people living with, or at risk of, chronic disease, injuries, or disabilities;
- provide an opportunity through the more general Human Movement stream to tailor the course to suit professional and personal interests in exercise and sport, but in areas of that do not require professional accreditation.

Career Opportunities: Graduates of the Exercise Science and Human Movement course can find employment in: Clinical and Sports rehabilitation; Sports Science; Strength and Conditioning Coaching; Fitness/Skills Coaching; Personal Training; Health and Fitness Instructing; Lecturing; and Exercise and Sports Science Research.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course an applicant must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure: The Bachelor of Exercise Science and Human Movement is a course designed to prepare graduates for careers in fields such as exercise and sport science, community fitness and health, coaching, sport policy, as well as in research. The course offers three streams: a specialist stream in Clinical Exercise Science and in Exercise and Sport Science alongside a more generalist Human Movement stream, with many of the core units shared between the three streams.

Students must complete 24 units of study over three years with a credit point total of 288.

CORE UNITS - ALL STREAMS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHE1101</td>
<td>STRUCTURAL KINESIOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>AHE1102</td>
<td>CAREER AND PROFESSIONAL DEVELOPMENT 1</td>
<td>12</td>
</tr>
<tr>
<td>AHE1202</td>
<td>BIOMECHANICS</td>
<td>12</td>
</tr>
<tr>
<td>AHE2100</td>
<td>EXERCISE PSYCHOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>AHE2104</td>
<td>EXERCISE PHYSIOLOGY</td>
<td>12</td>
</tr>
<tr>
<td>AHE2127</td>
<td>MOTOR LEARNING</td>
<td>12</td>
</tr>
<tr>
<td>RBN1174</td>
<td>HUMAN PHYSIOLOGY</td>
<td>12</td>
</tr>
</tbody>
</table>
SCIENCE OF SPORT AND EXERCISE SCIENCE

CLINICAL EXERCISE SCIENCE STREAM

Students undertake the above core units plus the following:

AHE0029  RESISTANCE TRAINING 12
AHE2000  CLINICAL BIOMECHANICS 12
AHE2001  CLINICAL EXERCISE PRACTICE 1 12
AHE2002  CLINICAL EXERCISE STUDIES 1 12
AHE2003  CLINICAL EXERCISE STUDIES 2 12
AHE2004  CLINICAL EXERCISE STUDIES 3 12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION 12
AHE2006  EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS 12
AHE2007  EXERCISE ASSESSMENTS FOR CARDIOPOULMONARY AND METABOLIC CONDITIONS 12
AHE2011  QUANTITATIVE AND QUALITATIVE RESEARCH METHODS FOR EXERCISE PROFESSIONALS 12
AHE2103  GROWTH DEVELOPMENT AND AGEING 12
AHE2200  MOTOR CONTROL 12
AHE2202  FUNCTIONAL KINESIOLOGY 12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2 12
AHE3100  ADVANCED EXERCISE PHYSIOLOGY 12
RBM2530  PATHOPHYSIOLOGY 1 12
RBM2540  PATHOPHYSIOLOGY 2 12

EXERCISE AND SPORT SCIENCE STREAM

Students undertake the above core units plus the following:

AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12
AHE1206  SPORT PSYCHOLOGY 12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION 12
AHE2006  EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS 12
AHE2008  RESEARCH IN EXERCISE SCIENCE 12
AHE2100  EXERCISE SCIENCE CAREER DEVELOPMENT 12
AHE2101  SPORTS BIOMECHANICS 12
AHE2103  GROWTH DEVELOPMENT AND AGEING 12
AHE2200  MOTOR CONTROL 12
AHE2202  FUNCTIONAL KINESIOLOGY 12
AHE3100  ADVANCED EXERCISE PHYSIOLOGY 12
AHE3101  ADVANCED BIOMECHANICS 12
AHE3200  PROFESSIONAL ETHICS 12

Plus three electives

HUMAN MOVEMENT STREAM

Students undertake the above core units plus the following:

AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE 12
AHE1206  SPORT PSYCHOLOGY 12
AHE2112  HISTORY OF SPORT 12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2 12

AHE2214  SPORT AND FITNESS DELIVERY SYSTEMS 12
AHE3111  SPORT AND SOCIAL ANALYSIS 12
AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3 12
AHE3200  PROFESSIONAL ETHICS 12

Plus nine electives

BACHELOR OF APPLIED SCIENCE - SPORT SCIENCE (GOLF)

Course Code: HB65

Campus: Footscray Park,

Course Objectives: (For continuing students only)

The Bachelor of Applied Science - Sport Science (Golf) has been developed to meet the needs of the golf industry both within Australia and internationally. It is suitable for those students interested in both professional golf playing and coaching. It is the only degree in the world that offers skills related to the science of golf as well as practical skills and coaching to improve individual performance. The course is a joint program run by the TAFE and higher education divisions of Victoria University. The program incorporates a range of theoretical and practical components delivered 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.

- To develop and improve the golf playing skills and knowledge of students aspiring to play the game of golf professionally.
- To produce knowledgeable and highly skilled teachers and coaches for the development of the game of golf.

Career Opportunities: Golf coach, professional golfer.

Course Duration: To be advised.

Admission Requirements: VCE (or equivalent qualification), plus demonstrated involvement in and understanding of the game of golf. ENTER score, golf handicap, interview, current involvement and interest in golf and other relevant qualifications (such as a Level 1 coaching course).

Course Structure: The course consists of two years' (four semesters) full-time study to complete the Diploma of Sport (Coaching) component. An additional one year (three semesters) of full-time study must also be completed to obtain the Bachelor of Applied Science - Sport Science (Golf) degree:

- First Year - Certificate IV in Sport and Recreation;
- Second Year - Diploma of Sport (Coaching);
- Third Year - Bachelor of Applied Science - Sport Science (Golf).

Semester 1

AHG3100  PHYSIOLOGICAL BASES OF GOLF PERFORMANCE 12
AHG3101  APPLIED PSYCHOLOGY OF GOLF 12
AHG3102  KINESIOLOGY OF GOLF 12
AHG3103  GOLF PRACTICUM AND TOURNAMENT PREPARATION 1 12

Semester 4 (Winter Semester)

AHG3200  GOLF BIOMECHANICS 16
AHG3201  TECHNOLOGY AND GOLF 16
AHG3202  GOLF PRACTICUM AND TOURNAMENT PREPARATION II 16
Semester 2

AHG3300  MOTOR LEARNING AND SKILL DEVELOPMENT  12
AHG3301  EXERCISE PRESCRIPTION AND TRAINING FOR GOLF  12
AHG3302  COMMUNICATION AND TEACHING TECHNIQUES  12
AHG3303  GOLF PRACTICUM AND TOURNAMENT PREPARATION III  12

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 (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MARKETING)

Course Code: HBKS

Campus: Sunbury,

Course Objectives: (For continuing students only)

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 both 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. 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.

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 both 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.

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.

Course Duration: 4 years
BACHELOR OF RECREATION MANAGEMENT

Course Code: HBML

Campus: Melton, Footscray Park,

Course Objectives: (For continuing students only)

This course aims to produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry; develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community; produce graduates who will promote lifelong 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)

This course aims to:

- produce competent recreation professionals who have practical recreation management and leadership skills and thus can be employed in a variety of positions in various sectors of the recreation industry;
- develop underlying understandings and commitment that will enhance their contribution to the recreation industry and the community;
- produce graduates who will promote lifelong recreation participation for all sections of the community.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category Entry Scheme.

Course Structure: Year 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR1101</td>
<td>INTRODUCTION TO RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR1106</td>
<td>RECREATION ACTIVITY LEADERSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHR1201</td>
<td>RECREATION MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>AHR1203</td>
<td>COMPUTERS IN RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR1105</td>
<td>SOCIETY AND LEISURE</td>
<td>12</td>
</tr>
<tr>
<td>AHR1202</td>
<td>RECREATION PROGRAMMING</td>
<td>12</td>
</tr>
<tr>
<td>AHR1204</td>
<td>DISABILITY AWARENESS AND RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR1205</td>
<td>RECREATION CAREER DEVELOPMENT 1</td>
<td>12</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR2402</td>
<td>HUMAN RESOURCE MANAGEMENT IN RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR2303</td>
<td>OUTDOOR RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR2305</td>
<td>SOCIAL PSYCHOLOGY OF RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR2401</td>
<td>RESEARCH AND EVALUATION IN RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR2301</td>
<td>RECREATION SERVICES MARKETING</td>
<td>12</td>
</tr>
<tr>
<td>AHR2404</td>
<td>RECREATION AND COMMUNITY DEVELOPMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus two electives

Year 3, Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR3501</td>
<td>LEGAL ISSUES IN RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR3502</td>
<td>RECREATION PLANNING AND POLICY</td>
<td>12</td>
</tr>
<tr>
<td>AHR3504</td>
<td>RECREATION FINANCIAL MANAGEMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus elective

Year 3, Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR3601</td>
<td>GRADUATING PROJECT</td>
<td>12</td>
</tr>
<tr>
<td>AHR3602</td>
<td>RECREATION CAREER DEVELOPMENT 3</td>
<td>12</td>
</tr>
<tr>
<td>AHR3604</td>
<td>RECREATION FACILITY MANAGEMENT</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus elective

Recreation and Outdoor Activity Electives

All electives are offered subject to sufficient enrolments

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHR2303</td>
<td>OUTDOOR RECREATION</td>
<td>12</td>
</tr>
<tr>
<td>AHR2403</td>
<td>RECREATION FOR CHILDREN AND YOUTH</td>
<td>12</td>
</tr>
<tr>
<td>AHR3503</td>
<td>LEISURE AND AGEING</td>
<td>12</td>
</tr>
<tr>
<td>AHR3603</td>
<td>LEISURE EDUCATION AND LEISURE COUNSELLING</td>
<td>12</td>
</tr>
<tr>
<td>AHR0134</td>
<td>INCLUSIVE RECREATION STRATEGIES</td>
<td>12</td>
</tr>
<tr>
<td>AHR0232</td>
<td>PARK MANAGEMENT</td>
<td>12</td>
</tr>
<tr>
<td>AHR0141</td>
<td>BUSHWALKING LEADERSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHR0144</td>
<td>THEORY AND APPLICATIONS OF ROCK CLIMBING</td>
<td>12</td>
</tr>
<tr>
<td>AHS0145</td>
<td>THEORY AND APPLICATION OF SNORKELLING</td>
<td>12</td>
</tr>
<tr>
<td>AHR0147</td>
<td>THEORY AND APPLICATION OF SAILING</td>
<td>12</td>
</tr>
<tr>
<td>AHR0242</td>
<td>THEORY AND INSTRUCTION OF RIVER CRAFT</td>
<td>12</td>
</tr>
<tr>
<td>AHR0243</td>
<td>EXPEDITION LEADERSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHR0246</td>
<td>THEORY AND APPLICATION OF SKI TOURING</td>
<td>12</td>
</tr>
<tr>
<td>AHR0248</td>
<td>THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHR0249</td>
<td>THEORY AND PRACTICE OF ADVENTURE PROGRAMMING</td>
<td>12</td>
</tr>
<tr>
<td>AHR0284</td>
<td>FIELD EXPERIENCE</td>
<td>12</td>
</tr>
<tr>
<td>AHS0290</td>
<td>DIRECTED STUDY</td>
<td>12</td>
</tr>
<tr>
<td>AHE0002</td>
<td>SOCIAL BASES OF HEALTH</td>
<td>12</td>
</tr>
<tr>
<td>AHE0034</td>
<td>SPORT AND AUSTRALIAN SOCIETY</td>
<td>12</td>
</tr>
</tbody>
</table>

BACHELOR OF EXERCISE SCIENCE AND HUMAN MOVEMENT/BACHELOR OF PSYCHOLOGY (I)

Course Code: HBMP

Campus: Footscray Park,

Course Objectives: This course provides the foundation knowledge and skills for entry into professional careers in exercise and sport, health and rehabilitation, and biomedical sciences.

The objectives of the course are to:

- develop the biological and social scientific knowledge and professional skills that underpin practice in exercise and sport science, health and rehabilitation, and biomedical sciences;
- foster independent and collaborative learners who can communicate well in professional settings;
- develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings;
- prepare graduates for entry into studies which satisfy the academic requirements for professional accreditation with the Victorian Psychologists’ Registration Board.
To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a study score of 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.

Course Structure: Students must complete 32 units as per the course structure.

UNITs OF STUDY - EXERCISE SCIENCE AND HUMAN MOVEMENT

AHE1101  STRUCTURAL KINESIOLOGY  12
AHE1102  CAREER AND PROFESSIONAL DEVELOPMENT 1  12
AHE1202  BIOMECHANICS  12
AHE2112  HISTORY OF SPORT  12
RBMI174  HUMAN PHYSIOLOGY  12
AHE2127  MOTOR LEARNING  12
AHE1206  SPORT PSYCHOLOGY  12
AHE2104  EXERCISE PHYSIOLOGY  12
AHE1203  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
AHE2100  EXERCISE PSYCHOLOGY  12
AHE2213  CAREER AND PROFESSIONAL DEVELOPMENT 2  12
AHE3112  CAREER AND PROFESSIONAL DEVELOPMENT 3  12
AHE2214  SPORT AND FITNESS DELIVERY SYSTEMS  12
AHE3200  PROFESSIONAL ETHICS  12
PLUS two Sport and Exercise Science Electives

UNITs OF STUDY FOR BACHELOR OF PSYCHOLOGY

APP1012  PSYCHOLOGY 1A  12
APP1013  PSYCHOLOGY 1B  12
APP2013  PSYCHOLOGY 2A  12
APP2031  DEVELOPMENT ISSUES IN PSYCHOLOGY  12
APP2014  PSYCHOLOGY 2B  12
APP3035  RESEARCH METHODS IN PSYCHOLOGY  12
APP3036  HISTORY AND THEORIES IN PSYCHOLOGY  12
APP3037  CLINICAL ASPECTS OF PSYCHOLOGY  12
PLUS two Psychology Electives

Plus six electives from the general Bachelor of Arts

PSYCHOLOGY ELECTIVE UNIT OPTIONS

APP3015  COUNSELLING THEORY AND PRACTICE  12
APP3016  GROUP BEHAVIOUR  12
APP3018  ORGANISATIONS AND WORK  12

APP3019  PSYCHOBIOLOGY  12
APP3020  PSYCHOANALYSIS  12
APP3021  PSYCHOLOGY OF ADJUSTMENT  12
APP3025  PSYCHOLOGICAL ASSESSMENT  12
APP3026  COGNITIVE PSYCHOLOGY  12
APP3028  FIELDWORK  12

BACHELOR OF ARTS (SPORT ADMINISTRATION)/BACHELOR OF BUSINESS (MANAGEMENT)

Course Code: HBMS
Campus: Footscray Park,
Course Objectives: (For continuing students only)

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. CAREER PROSPECTS Students will acquire the necessary skills for employment in sporting clubs, state and national sporting bodies, sport leagues, major venues and facilities, event management organisations, sports marketing consultancies, player agent organisations, and government agencies with a sport focus. Exposure to core generic studies in general management, human resource management, information technology, marketing, and communication will enable students to move into positions in any number of service delivery occupations. PROFESSIONAL RECOGNITION All graduates will be eligible for admission to the Chartered Institute of Company Secretaries in Australia Ltd and for membership of the Australian Society of Sport Administrators (Level 2 accreditation status).

The aim of the course is twofold. The first is to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports and events industry. The second is to provide students with a broad range of business and sport-related vocational skills, which can be used to assist the development of organisations and meet the needs of members, players, staff, sponsors and other significant stakeholders.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 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 Structure: This course offers students a specialisation in either Human Resource Management or Sport Management.

Year 1

AHS1111  SPORT HISTORY AND CULTURE  12
AHS1116  SPORT ADMINISTRATION FOUNDATIONS 1  12
BLO1105  BUSINESS LAW  12
BMO1102  MANAGEMENT AND ORGANISATION BEHAVIOUR  12
AHS1218  SPORT ADMINISTRATION FOUNDATIONS 2  12
AHS1221  SPORT CAREER DEVELOPMENT 1  12
BAO1101  ACCOUNTING FOR DECISION MAKING  12
BH01171  INTRODUCTION TO MARKETING  12
### Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS7045</td>
<td>SPORT AND THE MEDIA</td>
<td>12</td>
</tr>
<tr>
<td>BC01102</td>
<td>INFORMATION SYSTEMS FOR BUSINESS</td>
<td>12</td>
</tr>
<tr>
<td>BEO1103</td>
<td>MICROECONOMIC PRINCIPLES</td>
<td>12</td>
</tr>
<tr>
<td>AHS2111</td>
<td>SPORT SPONSORSHIP</td>
<td>12</td>
</tr>
<tr>
<td>AHS1117</td>
<td>SPORT, POLITICS AND SOCIETY</td>
<td>12</td>
</tr>
<tr>
<td>AHS7058</td>
<td>SPORT INDUSTRY DEVELOPMENT PROGRAM</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one of the following two units:

- BMO3220  HUMAN RESOURCE MANAGEMENT  
- BMO3422  STRATEGIC MANAGEMENT

### Year 3, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3112</td>
<td>SPORT VENUE AND STADIUM ADMINISTRATION</td>
<td>12</td>
</tr>
<tr>
<td>BEO1104</td>
<td>MACROECONOMIC PRINCIPLES</td>
<td>12</td>
</tr>
</tbody>
</table>

**Sport Elective 1**

If Human Resources Management stream (HRM):

- BMO3476  TRAINING AND DEVELOPMENT  

If Services Management stream (SM):

- BMO3320  INTERPERSONAL AND ORGANISATIONAL NEGOTIATION  

### Year 3, Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3113</td>
<td>ETHICS AND SOCIAL POLICY IN SPORT</td>
<td>12</td>
</tr>
</tbody>
</table>

**Sport Elective 2**

If Human Resources Management stream (HRM):

- BMO3420  HUMAN RESOURCE INFORMATION SYSTEMS  

If Services Management stream (SM):

- BMO3324  CONSULTING AND COUNSELLING  

### Year 4, Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3111</td>
<td>SPORT EVENT ADMINISTRATION</td>
<td>12</td>
</tr>
<tr>
<td>BEO1106</td>
<td>BUSINESS STATISTICS</td>
<td>12</td>
</tr>
</tbody>
</table>

If Human Resources Management stream (HRM):

- BLO2207  EMPLOYMENT LAW  

If Services Management stream (SM):

- BMO3323  EMPLOYEE RELATIONS MANAGEMENT            | 12               |

### Year 4, Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHS3213</td>
<td>SPORT CAREER DEVELOPMENT 2</td>
<td>24</td>
</tr>
<tr>
<td>AHS7057</td>
<td>SPORT INDUSTRY RESEARCH PROJECT</td>
<td>12</td>
</tr>
</tbody>
</table>

If Human Resources Management stream (HRM):

- BMO3325  HUMAN RESOURCES MANAGEMENT EVALUATION    | 12               |

### If Services Management stream (SM)

- BH03432  SERVICES MARKETING

### Possible Electives

- AHS0071  ADMINISTRATION OF AQUATIC PROGRAMS
- ACA3001  PROFESSIONAL WRITING IN SPORT
- AHE0111  SPORT EVALUATION STRATEGIES
- AHS0052  SPORT TOURS AND TEAM ITINERARY PLANNING
- AHS0283  FIELD EXPERIENCE
- AHX0010  OLYMPIC STUDIES
- AHS0050  SPORT AND GLOBALISATION
- AHS0051  MANAGING SPORT FUTURES
- AHS0055  COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY
- AHS0114  FOOTBALL STUDIES
- BLO9211  SPORT, LAW AND THE ATHLETE

### Bachelor of Applied Science - Physical Education (Secondary) (I)

**Course Code:** HBPY

**Campus:** Footscray Park,

**Course Objectives:** The aims of the course are to provide a balanced exposure to all academic areas of physical education; an opportunity for students to know and appreciate the comprehensive integrated body of knowledge of physical education; provide the opportunity for students to understand and appreciate physical education as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; and produce physical education professionals who take the lead in addressing issues and promoting institutional and social change in accordance with social justice initiatives.

The objectives of the course are to:

- develop an understanding of the biological and social scientific knowledge and practical skills that underpin secondary school teaching;
- provide an opportunity for students to develop additional specialist areas;
- foster independent and collaborative learners who can communicate well in professional settings;
- develop cultural competence, that is, the ability to work effectively in socially and culturally diverse communities and settings.

**Career Opportunities:** Careers in exercise and sport sciences, fitness and health, exercise rehabilitation and coaching. Graduates of this course who apply for and complete a fourth year of study (Graduate Diploma in Secondary Education) will be qualified to teach in secondary schools.

**Course Duration:** 3 years

**Admission Requirements:** To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE), or equivalent, with a pass in Units 3 and 4 and a score of at least 20 in English. Applicants who do not meet the normal entry requirements, but who possess appropriate educational qualifications, work or life experience, which would enable them to successfully undertake the course, will be considered for admission.
Course Structure: Year 1, Semester 1
AHE1101  STRUCTURAL KINESIOLOGY  12
AHE1127  AQUATICS  12
AHE2112  HISTORY OF SPORT  12
RBM1174  HUMAN PHYSIOLOGY  12

Year 1, Semester 2
AHE2016  BIOMECHANICS FOR PHYSICAL EDUCATION  12
AHE1206  SPORT PSYCHOLOGY  12
AHE2104  EXERCISE PHYSIOLOGY  12
AHE2013  GYMNASTICS AND DANCE  12

Year 2, Semester 1
AHE3121  ATHLETICS  12
AHE2127  MOTOR LEARNING  12
AHE2103  GROWTH DEVELOPMENT AND AGEING  12
Elective 1

Year 2, Semester 2
AHE2014  PHYSICAL EDUCATION CAREER DEVELOPMENT  12
AHE2820  TEAM SPORTS  12
AHE2012  ADOLESCENT HUMAN DEVELOPMENT  12
Elective 2

Year 3, Semester 1
AHE2013  SOCIAL DIMENSIONS OF SPORT AND EXERCISE  12
AHE2005  NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION  12
Elective 3
Elective 4

Year 3, Semester 2
AHE3200  PROFESSIONAL ETHICS  12
AHE3219  ADAPTED PHYSICAL EDUCATION  12
Elective 5
Elective 6
Possible Semester 1 Elective
AHE0029  RESISTANCE TRAINING  12
Possible Semester 2 Elective
AHE0007  ADAPTED AQUATICS  12

Units of study offered
Elective credit points are available principally for the development of a second teaching method. One elective hour has a value of 4 credit points. Students will be advised of recommended and available units of study to satisfy the requirements of respective teaching methods.

Bachelor of Arts (Sport Administration)/Bachelor of Business (Event Management)
Course Code: HBSE

Campus: Sunbury,

Course Objectives: (For continuing students only)
This course aims to provide students with both a sound knowledge and critical appreciation of the structure and practice of the Australian sport industry. The course is directed to employment in sporting clubs, state and national sporting bodies, leisure centres, sport stadia and major events facilities, community service organisations, and sport management consultancies. The course aims to provide students with the necessary skills to work in the event sector in addition to developing a sound business education.

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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English with a study score of 20. Applicants who do not meet these criteria may be eligible to apply under the Alternative Category.
Course Objectives: (For continuing students only)

This course aims to produce graduates who have a sound knowledge of the structure and practices of the Australian sports industry; an understanding and appreciation of human movement as it is influenced by a variety of political, social, economic, cultural, biological and technological factors; a broad range of vocational skills that can be used to manage a variety of sport organisations and meet the needs of members, players, staff sponsors and other significant stakeholders; specific skills that will lead to employment in the fields of exercise science and human movement, such as sport science, sport psychology, sport coaching and the fitness industry; an ability to work independently, ethically and professionally in sporting clubs, state and national sporting bodies, leisure centres, sport stadiums and major events facilities, community service organisations and sport management consultancies; an ability to adapt to the changing needs of industry, commerce and community, as well as the ability to take a leadership role in promoting institutional and social change with social justice initiatives. PROFESSIONAL RECOGNITION All graduates will be eligible for membership of the Australian Society of Sports Administrators (Level 2 accreditation status).

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.

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.

Course Duration: 4 years

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE) with a pass in Units 3 & 4 English, or equivalent.
BACHELOR OF ARTS - SPORT ADMINISTRATION

Course Code: HBSP

Campus: Sunbury,

Course Objectives: (For continuing students only)
The course aims to provide students with both a sound knowledge and critical appreciation of the structure and practices of the Australian sports industry. The course also enables students to develop a broad range of vocational skills, which can be used to assist in the development of sport organisations, and to meet the needs of members, players, staff, sponsors and other significant stakeholders. 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. PROFESSIONAL RECOGNITION All graduates will be eligible for membership of the Australian Society of Sports Administrators (Level 2 accreditation status).

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.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the Victorian Certificate of Education (VCE), with a pass in Units 3 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 Structure:

Year 1

- AHS1111 SPORT HISTORY AND CULTURE 12
- AHS1114 SPORT FUNDING AND FINANCE 12
- AHS1116 SPORT ADMINISTRATION FOUNDATIONS 1 12
- AHS1218 SPORT ADMINISTRATION FOUNDATIONS 2 12
- AHS1117 SPORT, POLITICS AND SOCIETY 12
- AHS1221 SPORT CAREER DEVELOPMENT 1 12

Plus two Electives

Year 2

- AHS7045 SPORT AND THE MEDIA 12
- AHS3002 LEGAL ISSUES IN SPORT 12
- AHS2111 SPORT SPONSORSHIP 12
- AHS7058 SPORT INDUSTRY DEVELOPMENT PROGRAM 12

Plus four Electives

Year 3, Semester 1

- AHS3111 SPORT EVENT ADMINISTRATION 12
- AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION 12

Plus two electives

Year 3, Semester 2

- AHS3113 ETHICS AND SOCIAL POLICY IN SPORT 12
- AHS3213 SPORT CAREER DEVELOPMENT 2 24
- AHS7057 SPORT INDUSTRY RESEARCH PROJECT 12

Possible electives:

- ACA2009 SPORTS MAGAZINE PRODUCTION 6
- ACA3001 PROFESSIONAL WRITING IN SPORT 12
- AHE0007 ADAPTED AQUATICS 12
- AHE0111 SPORT EVALUATION STRATEGIES 12
- AHS50050 SPORT AND GLOBALISATION 12
- AHS50051 MANAGING SPORT FUTURES 12
- AHS50052 SPORT TOURS AND TEAM ITINERARY PLANNING 12
- AHS50054 SPORT GAMING AND GAMBLING 12
- AHS50055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY 12
- AHS7056 PLAYER MANAGEMENT IN SPORT 12
- AHS60071 ADMINISTRATION OF AQUATIC PROGRAMS 12
- AHS6013 SOCIAL ISSUES IN SPORT ADMINISTRATION 12
- AHS6014 FOOTBALL STUDIES 12
- AHX0010 OLYMPIC STUDIES 12

BACHELOR OF APPLIED SCIENCE SPORTS SCIENCE (TENNIS)

Course Code: HBTS

Campus: Footscray Park,

Course Objectives: (For continuing students only)
The Bachelor of Applied Science - Sport Science (Tennis) degree has been developed to meet the needs of the tennis industry both within Australia and internationally. It is suitable for those students interested in professional tennis playing and/or tennis coaching. It is the only degree in the world that offers skills related to the science of tennis as well as practical skills and coaching to improve individual performance. The course is a joint program run by the TAFE and higher education divisions of Victoria University. The program incorporates a range of theoretical and practical components delivered on campus as well as on the tennis court. It provides specialist education and practical skills training in a range of areas including: sport coaching, professional tennis management, nutrition, sport psychology, biomechanics and tennis 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.

Career Opportunities: Tennis coach, professional tennis player.

Course Duration: To be advised.

Admission Requirements: VCE (or equivalent qualification), plus demonstrated involvement in and understanding of the game of tennis.

Course Structure:
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.

Career Opportunities: Tennis coach, professional tennis player.

Course Duration: To be advised.

Admission Requirements: VCE (or equivalent qualification), plus demonstrated involvement in and understanding of the game of tennis.

Course Structure: 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).

Year 1

Semester 1

- AHT3100 PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE 12
- AHT3101 APPLIED PSYCHOLOGY OF TENNIS 12
- AHT3102 KINESIOLOGY OF TENNIS 12
- AHT3103 PERFORMANCE STUDIES (TENNIS) 12
GRADUATE DIPLOMA IN EXERCISE FOR REHABILITATION (I)

Course Code: HGEX
Campus: Footscray Park,

Course Objectives: The course aims to:
- produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation;
- equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS);
- provide graduates with extensive industry experience in the form of a 20 week internship; and
- facilitate close and extended contact between students and potential employers.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course, an applicant must have successfully completed a Bachelor of Applied Science with a major in Human Movement, or equivalent, or be a qualified physiotherapist, podiatrist or medical practitioner.

Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science - Exercise Rehabilitation with advanced standing.

Course Structure: Year 1, Semester 1
AHX5041 FUNCTIONAL ANATOMY 12
AHX5042 MUSCULO-SKELETAL PHYSIOLOGY FOR REHABILITATION 8
AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS 8
AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION 12
AHX5069 INTRODUCTION TO REHABILITATION FIELDWORK 8

Graduates will be eligible for admission to the Master of Applied Science - Human Performance with advanced standing.

The course is delivered over three evenings per week.

Semester 1
AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS 8
AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION 8
AHX5031 PHYSIOLOGICAL TESTING FOR REHABILITATION 12
AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE 12
AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME) 12

Students may elect to take the unit Exercise for Rehabilitation Fieldwork part-time. They would then enrol in:
AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME) 6

GRADUATE DIPLOMA IN EXERCISE SCIENCES (I)

Course Code: HGXS
Campus: Werribee, City Flinders, Sunbury,

Course 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. This course forms the first year of the Master of Applied Science - Clinical Exercise Practice (AMCE).

The objective of this course is to provide students from non-traditional backgrounds (ie: not exercise science) with relevant studies in exercise science as a basis for professional training leading to accreditation and work as exercise physiologists. Completion of this course alone will not satisfy criteria for exercise physiology accreditation with the Australian Association of Exercise and Sports Science (AAESS).

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course, applicants must hold an undergraduate degree in a related physical education or human science area such as physiotherapy, occupational therapy, or biomedical science. Selection of students will also take into account current involvement in areas related to the coaching, promotion or direction of exercise. Some applicants may be required to undertake bridging studies.

Course Structure: Graduates will be eligible for admission to the Master of Applied Science - Human Performance with advanced standing.

The course is delivered over three evenings per week.

Semester 1
AHX5010 EXERCISE PHYSIOLOGY THEORY AND PRACTICE 12
AHX5012 MOTOR CONTROL AND SKILL IN EXERCISE 12
AHX5100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE 12
AHX5140 EXERCISE PRESCRIPTION 12

Semester 2
AHX5014 BIOMECHANICS THEORY AND PRACTICE 12
AHX5120 NUTRITION AND DIET FOR PERFORMANCE 12
AHX5113 RESISTANCE TRAINING 12
AHX5160 EXERCISE AND SPORT SCIENCES FIELDWORK 12

Eight lecture hours in total plus 70 hours of fieldwork.
BACHELOR OF APPLIED SCIENCE (HONOURS) - HUMAN MOVEMENT

Course Code: HHHM
Campus: Footscray Park,

Course Objectives: The aims of the course are to promote the development of the student as an independent researcher in a specific human movement related discipline; prepare students for entry into research oriented graduate courses in human movement; and the development of scholarly inquiry across the wide range of human movement disciplines.

The aims of the course are to:

- promote the development of the student as an independent researcher in a specific human movement related discipline;
- prepare students for entry into research oriented graduate courses in human movement; and
- promote the development of scholarly inquiry across the wide range of human movement disciplines.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Applied Science - Human Movement, or its equivalent, with a Credit (C) average and a Distinction (D) in units of study related to the intended discipline of Honours study. Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

Course Structure: The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Academic Progress: Students must receive a satisfactory progress report at the end of the first semester of study.

Unsatisfactory Progress: Students who receive an N grade for the Honours Thesis will be deemed to have failed the course.

Graduation Requirements: In order to be awarded a Bachelor of Applied Science (Honours) - Human Movement students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

Year 1, Semester 1
ACT4020 HONOURS PROJECT (FULL-TIME) 48
Or if studying part-time
ACT4021 HONOURS PROJECT (PART-TIME) 24

Year 1, Semester 2
ACT4020 HONOURS PROJECT (FULL-TIME) 48
Or if studying part-time
ACT4021 HONOURS PROJECT (PART-TIME) 24

Students approved to undertake the Honours year on a part-time basis will normally be required to enrol in ACT4021 Honours Project (Part-Time) over four semesters

BACHELOR OF ARTS (HONOURS) - PERFORMANCE STUDIES

Course Code: HHPW
Campus: Footscray Park,

Course Objectives: The Honours program is an advanced, specialist course that builds upon the Bachelor of Arts — Performance Studies or other undergraduate degrees. Candidates undertake a twelve-month program of full time study, monitored by regular meetings with a supervisor. The program requires presentation of either:

- a 10,000 — 15,000 word thesis
- a performance composition; or
- a combination of the two

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 graduate courses in performance studies;
- promote the development of independent and innovative performance makers.

Career Opportunities: The Honours program can provide a first stage towards a higher degree (Masters or Doctorate) by research, either at Victoria University or elsewhere. Honours graduates have the skills to work in company or community performing groups; work in arts project management and initiate independent performance/research projects.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course, applicants must have successfully completed the University’s Bachelor of Arts - Performance Studies, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly related to the intended discipline of Honours study.

Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

Course Structure: The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Academic Progress:

Students must receive a satisfactory progress report at the end of the first semester of study.

Unsatisfactory Progress:

Students who receive an N grade for the Honours Thesis will be deemed to have failed the course.

Graduation Requirements:

In order to be awarded a Bachelor of Arts (Honours) - Performance Studies students must pass the project and provide a copy of appropriate documentation to the Honours Co-ordinator.

BACHELOR OF ARTS (HONOURS) - RECREATION MANAGEMENT (I)

Course Code: HHRM
Campus: Footscray Park,

Course Objectives: The aims of the course are to promote the development of recreation related research and professional expertise beyond the pass degree level; prepare students for entry into research oriented graduate courses in recreation; and promote the development of scholarly inquiry across the wide range of disciplines focusing on recreation.

The aims of the course are to:

- promote the development of recreation related research and professional expertise beyond the pass degree level;
- prepare students for entry into research oriented graduate courses in recreation; and
- promote the development of scholarly inquiry across the wide range of disciplines focusing on recreation.

Course Duration: 1 year
Admission Requirements: Applicants must have successfully completed the University’s Bachelor of Arts - Recreation Management, or equivalent, with a Credit (C) average and a Distinction (D) in units of study directly related to the intended discipline of honours study. Applicants will be required to submit a supervisor endorsed honours proposal (500 words) prior to being considered for admission. The proposal must contain a brief synopsis of the proposed thesis/project, a statement of methodology, a timeline and a reference list that includes the key primary and secondary sources. Entry into the honours course will normally occur not more than two years after the completion of the first degree.

Course Structure: The following should be read in conjunction with the Faculty Regulations and the University Statutes and Regulations.

Academic Progress

Students must receive a satisfactory progress report at the end of the first semester of study.

Unsatisfactory Progress

Students who receive an N grade for the Honours Thesis will be deemed to have failed the course.

Graduation Requirements

In order to be awarded a Bachelor of Arts (Honours) - Recreation Management students must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

Semester 1

For a normal full-time load
AHR4431 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHR4432 HONOURS THESIS (PART-TIME) 24

Semester 2

For a normal full-time load
AHR4431 HONOURS THESIS (FULL-TIME) 48

For a normal part-time load
AHR4432 HONOURS THESIS (PART-TIME) 24

Students approved to undertake the Honours year on a part-time basis will be required to enrol in the unit of study AHR4432 Honours Thesis (part-time) (24 credit points) over four semesters.

BACHELOR OF ARTS (HONOURS) - SPORT ADMINISTRATION (I)

Course Code: HHSA

Campus: Sunbury,

Course Objectives: The aims of the course are to promote the development of sport administration and management related research and professional expertise beyond the pass degree level; prepare students for entry into research orientated graduate courses in sport administration and management; and promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

The aims of the course are to:

• promote the development of sport administration and management related research and professional expertise beyond the pass degree level;
• prepare students for entry into research orientated graduate courses in sport administration and management; and
• promote the development of scholarly inquiry across the wide range of disciplines focusing on sport administration and management.

Course Duration: 1 year

Admission Requirements: To qualify for admission to the course applicants must have successfully completed the University’s Bachelor of Arts (Sport Administration) or Bachelor of Arts (Sport Administration)/Bachelor of Business (Management) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Marketing) or Bachelor of Arts (Sport Administration)/ Bachelor of Business (Event Management) or equivalent. An applicant will usually have attained a Distinction (D) average throughout their undergraduate degree in order to qualify for admission to the course. Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

Course Structure: The following should be read in conjunction with the Faculty Regulations and the University Statutes Regulations.

Academic Progress:

Students must receive a satisfactory progress report at the end of the first semester of study.

Unsatisfactory Progress:

Students who receive an N grade for the Honours Thesis or the Reading Unit will be deemed to have failed the course.

Graduation Requirements:

In order to be awarded a Bachelor of Arts (Honours) Sport Administration students must pass the Reading Unit and must pass the thesis, make any suggested corrections/revisions to the satisfaction of the supervisor and the Honours Courses Committee, and submit one hardbound copy of the thesis to the Honours Co-ordinator.

Full-time option

Year 1, Semester 1
AHS4031 HONOURS THESIS (FULL-TIME) 48

Year 1, Semester 2
AHS4032 HONOURS THESIS (PART-TIME) 24

Year 2, Semester 1
AHS4032 HONOURS THESIS (PART-TIME) 24

Year 2, Semester 2
AHS4032 HONOURS THESIS (PART-TIME) 24

MASTER OF APPLIED SCIENCE - EXERCISE REHABILITATION (I)

Course Code: HMER

Campus: Footscray Park,

Course Objectives: The course aims to:

• produce graduates with considerable knowledge and expertise in the application of exercise in the field of preventive medicine and rehabilitation;
• equip graduates with specific skills and competencies in the areas of cardiovascular, metabolic, respiratory, musculo-skeletal and neurological rehabilitation, which will assist in gaining accreditation with the Australian Association of Exercise and Sport Science (AAESS);
• provide graduates with extensive industry experience in the form of a 20-week internship;
• facilitate close and extended contact between students and potential employers.
To qualify for admission to the course, an applicant must have successfully completed a Bachelor of Applied Science with a major in Human Movement, or equivalent. Students who have graduated with the Graduate Diploma in Exercise for Rehabilitation, or an equivalent degree, in the years 1993-1999 (inclusive) are eligible for admission to the Master of Applied Science - Exercise Rehabilitation with advanced standing. Admission may also be granted to applicants who are qualified allied health or medical practitioners, but these applicants are usually better served by the Master of Applied Science — Clinical Exercise Practice (AMCE) program available at Victoria University.

The program is offered over two years full-time or part-time equivalent. The first year of the course comprises the Graduate Diploma in Exercise for Rehabilitation. The second year of the course completes the articulated sequence of study towards the Master of Applied Science - Exercise Rehabilitation.

**Course Structure:** Graduate Diploma in Exercise Rehabilitation

**Year 1, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX5041</td>
<td>Functional Anatomy</td>
<td>12</td>
</tr>
<tr>
<td>AHX5042</td>
<td>Musculo-Skeletal Physiology for Rehabilitation</td>
<td>8</td>
</tr>
<tr>
<td>AHX5043</td>
<td>Quantitative and Qualitative Research Design and Methods for Practitioners</td>
<td>8</td>
</tr>
<tr>
<td>AHX5053</td>
<td>Biomechanics Theory and Practice for Rehabilitation</td>
<td>12</td>
</tr>
<tr>
<td>AHX5069</td>
<td>Introduction to Rehabilitation Fieldwork</td>
<td>8</td>
</tr>
</tbody>
</table>

**Year 1, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX5018</td>
<td>Exercise Prescription for Musculo-Skeletal and Neurological Conditions</td>
<td>8</td>
</tr>
<tr>
<td>AHX5017</td>
<td>Cardiorespiratory and Metabolic Physiology for Rehabilitation</td>
<td>8</td>
</tr>
<tr>
<td>AHX5031</td>
<td>Physiological Testing for Rehabilitation</td>
<td>12</td>
</tr>
<tr>
<td>AHX5034</td>
<td>Exercise Physiology in the Workplace</td>
<td>8</td>
</tr>
<tr>
<td>AHX5070</td>
<td>Exercise for Rehabilitation Fieldwork (Full-Time)</td>
<td>12</td>
</tr>
</tbody>
</table>

Students can undertake Exercise for Rehabilitation Fieldwork part-time, as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX5071</td>
<td>Exercise for Rehabilitation Fieldwork (Part-Time)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Year 2, Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX6042</td>
<td>Case Management</td>
<td>12</td>
</tr>
<tr>
<td>AHX5180</td>
<td>Psychology for Rehabilitation</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one of the following two units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX5041</td>
<td>Exercise Prescription for Cardiorespiratory and Metabolic Conditions</td>
<td>12</td>
</tr>
<tr>
<td>AHX5029</td>
<td>Exercise Prescription for Work</td>
<td>12</td>
</tr>
</tbody>
</table>

Plus one of the following two units:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RBMS510</td>
<td>Neurol and Neuromuscular Dis for Exe Rehab</td>
<td>12</td>
</tr>
<tr>
<td>RBMS610</td>
<td>Clinical Nutrition</td>
<td>12</td>
</tr>
</tbody>
</table>

**Year 2, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX6043</td>
<td>Exercise for Rehabilitation Clinical Practice (Full-Time)</td>
<td>48</td>
</tr>
</tbody>
</table>

Students can undertake Exercise for Rehabilitation Clinical Practice part-time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHX6044</td>
<td>Exercise for Rehabilitation Clinical Practice (Part-Time)</td>
<td>16</td>
</tr>
</tbody>
</table>
The program aims to produce graduates with the professional skills, values, and knowledge necessary for successful employment as managers in the sport business industry. Specifically, graduates will develop:

- a sound, vocationally-based education that develops a range of professional skills, values, and knowledge to be applied in the sport industry;
- the competencies to lead sport organisations in the design and implementation of major policies, plans and projects;
- an understanding of, and an appreciation for, the nature, role and significance of sport in contemporary society;
- the capacity to service individual, community and industry needs and at the same time meet the highest ethical and professional standards.

**Course Duration:** 1.5 years

**Admission Requirements:** To qualify for admission to the course applicants must hold a degree in a relevant area. Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection. In addition to satisfying the admission requirements for Australian resident students or demonstrating equivalence, overseas students and students of non-English speaking backgrounds must provide evidence of proficiency in the English language.

**Graduate Diploma**

To qualify for admission to the course applicants must hold a degree in a relevant area. Applicants who do not meet the academic requirements but who can demonstrate substantial experience may be considered for selection.

**Master of Sport Business**

To qualify for admission to the course applicants must have successfully completed the Graduate Diploma in Sport Business or equivalent, as approved by the Course Co-ordinator.

**Course Structure:** The first two semesters comprise the Graduate Diploma in Sport Business (Exit point - HGSB) and the third semester completes the articulated sequence of study leading to the Master of Sport Business.

- AHB5201  SPORT RESOURCE MANAGEMENT 12
- AHB5204  STRATEGIC SPORT MARKETING 12
- AHB5306  SPORT CONSULTING AND TENDERS 12
- AHB5308  SPORTS GOVERNANCE 12
- AHB5310  SPORT POLICY AND PLANNING 12
- BLS5400  SPORT AND THE LAW 12
- AHB5202  SPORT EVENT MANAGEMENT 12
- AHB5302  SPORT BUSINESS PROJECT 24
- AHB5307  SPORT COMMUNITY PARTNERSHIPS 12
- AHB5309  SPORT FACILITY MANAGEMENT 12
- BAO5405  SPORT FINANCE 12

**DOCTOR OF PHILOSOPHY (RESEARCH)**

**Course Code:** HPCA  
**Campus:** Footscray Park,  
**Course Objectives:** The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** To be advised.

**Admission Requirements:** This is a Doctoral program by Research. Contact in the first instance should be made through the Student Advice Officer for Postgraduate studies in the Faculty of Arts, Education and Human Development or the particular school in which students may wish to do their Doctorate.

**DOCTOR OF PHILOSOPHY**

**Course Code:** HPPA  
**Campus:** Werribee, City Flinders, Sunbury,  
**Course Objectives:** (For continuing students only)

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment...

**Course Duration:** 3 years

**Admission Requirements:** For International Students only. To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

**Course Structure:** The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHP6040 Laboratory skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.
Doctor of Philosophy

Course Code: HPPE

Campus: Werribee, City Flinders, Sunbury,

Course Objectives: The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Course Duration: 3 years

Admission Requirements: To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

Course Structure: The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

Doctor of Philosophy

Course Code: HPPL

Campus: Werribee, City Flinders, Sunbury,

Course Objectives: (For continuing students only)

The School of Human Movement, Recreation and Performance offers PhD research programs in many areas of specialisation such as:

- Exercise Biochemistry;
- Leisure Studies;
- Social Gerontology;
- Biomechanics;
- Recreation Management;
- Recreation and Disability;
- Exercise Science;
- Exercise Physiology;
- Sport Psychology;
- Exercise Psychology;
- Philosophy of Sport;
- Performance Making;
- Philosophy and Social Theory of Performance; and
- Embodiment.

Course Duration: 3 years

Admission Requirements: For International Students only. To qualify for admission to the Doctor of Philosophy applicants must have a Master degree or four-year undergraduate degree with honours at first class (H1) or upper second class (H2A) level.

Course Structure: The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

Doctor of Philosophy

Course Code: HPPH

Campus: Werribee, City Flinders, Sunbury,

Course Objectives: 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;
level. Applicants who do not meet the normal admission requirements may be admitted upon demonstration of exceptional background and experience.

**Course Structure:** The research thesis must be original work conducted under the supervision of the student advisor/s and with the approval of the Postgraduate Studies Committee of the University.

The thesis of the candidate will be examined externally by examiners of high academic standing in the area of the candidate’s thesis topic.

Coursework may be required of candidates to further enhance the knowledge of a specific topic relevant to the field of study. Such coursework could run concurrent to the research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit of study normally in the first semester of study.

**MASTERS DEGREES BY RESEARCH MASTER OF APPLIED SCIENCE (I)**

**Course Code:** HRAS

**Campus:** Werribee, City Flinders, Sunbury,

**Course Objectives:** 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

**Course Duration:** To be advised.

**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 Structure:** A thesis on an approved unit of study will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor.

It is expected that many Masters by Research candidates will undertake approved concurrent coursework units 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.

**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.

**MASTER OF ARTS (I)**

**Course Code:** HRAT

**Campus:** Footscray Park,

**Course Objectives:** 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

**Course Duration:** To be advised.
To qualify for admission to each course applicants must have attained, at an above average academic level, either:
- Bachelor of Applied Science - Human Movement or an equivalent;
or
- Bachelor of Arts - Recreation Management or equivalent;
or
- Bachelor of Arts - Performance Studies or equivalent.

**Course Structure:** A thesis on an approved unit of study will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor.

It is expected that many Masters by Research candidates will undertake approved concurrent coursework units to enhance their specific knowledge as it applies to their area of research. In fact, all students undertaking research in the area of exercise physiology will be required to successfully complete AHX6040 Laboratory Skills for Exercise Physiology.

All students are required to undertake, and successfully complete, an appropriate research design unit normally in the first semester of study.

**Course Duration**

The standard duration of a Masters by Research varies according to an 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.

**MASTER OF APPLIED SCIENCE**

**Course Code:** HRPH

**Campus:** Werribee, City Flinders, Sunbury

**Course Objectives:** The aim of the course is to provide students with a basic grounding in the principles and practice relevant to business in today’s corporate world. It is anticipated that students will transfer into a prescribed business degree program thus deepening knowledge in particular areas and developing a specialist skill base.

**Course Duration:** To be advised.

**Admission Requirements:** To obtain admission into the Master of Applied Science applicants must have attained, above average academic levels.

**Course Structure:** The standard duration of a Masters by Research varies according to an enrolling student’s qualifications. Where an applicant holds a three year undergraduate degree, the duration will be two years of full-time study or part-time equivalent. However, where an applicant holds an Honours degree in a closely related discipline, or has equivalent research experience, the standard duration is eighteen months of full-time study or part-time equivalent.

A thesis on an approved subject will be required. The research will be conducted under the supervision of the student’s principal supervisor and co-supervisor. Further information is available from the Faculty of Arts, Education and Human Development Student Advice Office, Research and Graduate Studies.

**GRADUATE CERTIFICATE IN SPORT AND RECREATION MANAGEMENT**

**Course Code:** HTSR

**Campus:** Werribee, City Flinders, Sunbury

**Course Objectives:** (For continuing students only)

The program is designed to optimise the employment opportunities of graduates and to ensure the ongoing development and acquisition of professional skills, attitudes and contemporary knowledge in a variety of sport and recreation settings at a management or operational level.

**Course Duration:** 0.5 years

**Admission Requirements:** For Hong Kong - SPACE Students Only

To qualify for admission to the course applicants must hold an undergraduate degree of three or more years duration, or equivalent, as approved by the School.

Applicants who do not 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.

**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**

- Subject AHM5101 not found
- Subject AHM5102 not found
- Subject AHM5103 not found
- Subject AHM5104 not found

**Graduate Certificate in Sport and Recreation Management - Operations**

**Semester 2**

- AHBS202   SPORT EVENT MANAGEMENT 12
- Subject AHM5201 not found
- AHM5203   PROGRAM ADMINISTRATION AND DELIVERY 12
- Subject AHM5205 not found
**SUBJECTS**

Below are subject details for courses offered by the School of Sport and Exercise Science in 2010. IMPORTANT NOTICE: 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.

**AHBS201 SPORT RESOURCE MANAGEMENT**

**Locations:** Footscray Park, City Flinders, Nil.

**Descriptions:** The aim of this unit of study is to acquaint students with: contemporary concepts and approaches to sport volunteer management; the role and impact of volunteer contribution in a diverse range of sport settings; an understanding of the practical implications of developing and incorporating a comprehensive volunteer program within the sport organisation; a review of how voluntary services impact on social change and community development; understanding the relationship between sport provision and the voluntary sector; a focus on a systematic approach to volunteer recruitment, policy development, selection, screening, organisation and role orientation; matching skills to role, support and supervision, plus evaluation procedures; an examination of the training and development of voluntary workers and agency staff; developing an appreciation of the role, responsibilities and rights of voluntary workers; developing strategies for the management, administration and budgeting of volunteer programs and services; a review of the role of support staff and co-ordinators of volunteers. The unit will also develop students' understanding of human resource management issues in the sport industry including theories of human performance in relation to work, and the practical functions of staff recruitment, development, motivation and maintenance.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Identify the key issues underpinning contemporary human resource management;
- Apply these issues to the management of people in sport organisations;
- Understand the ways in which staff in sport organisations can be best selected, motivated, appraised and developed;
- Design a staff policy manual for a sport organisation.

**Class Contact:** Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.

**Required Reading:** To be advised by lecturer.

**Assessment:** Individual presentation 25%; Theoretical review 25%; Industry-based report 50%. All components of assessment must be satisfactorily completed.

**AHBS202 SPORT EVENT MANAGEMENT**

**Locations:** Footscray Park, City Flinders, Nil.

**Descriptions:** This unit of study will explore the unique features of sport event management. It will examine: the structure of sport event administration; the scheduling and planning of sport event activity; staff training; event evaluation; event operations; event facilitation; and the commonalities and uniqueness of various events. Specifically students will develop an understanding of: the mechanics and scope of sport event management; the transferability of skills from event to event; the significance of consumer decision-making processes in event construction; and the skills necessary for the successful conduct of a sport event.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Understand the scope of sport event management;
- Identify the mechanics and processes of sport event management;
- Demonstrate the skills involved the successful conduct of a sport event;
- Transfer the skills used in one sport event to the conduct of another.

**Class Contact:** Three hours per week for one semester comprising one three-hour lecture/seminar or equivalent.


**Assessment:** Book review 20%; Project 1 (2500 words) 40%; Project 2 (2500 words) 40%. All components of assessment must be satisfactorily completed.

**AHBS205 PROJECT MANAGEMENT AND PEOPLE**

**Locations:** Footscray Park, Nil.

**Descriptions:** This unit of study examines the role of people in the planning, design and implementation of projects.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Distinguish between audiences that are external to the project and audiences that are internal to the project;
- Explain how project teams can be established and roles allocated;
- Identify the different structures that can be created to ensure both intra and inter-team communication;
- Develop tools and techniques for motivating staff and ensuring high levels of morale in project teams;
- Manage grievances and conflict in a team setting provide space for team members with special skills and abilities introduce incentives and rewards to ensure ongoing efficiency.

**Class Contact:** One two-hour lecture and one one-hour tutorial.

**Required Reading:** Kerzner, H 2003 Project management: a systems approach to planning, scheduling and controlling, 8th edn, John Wiley and Sons. Brawn, D & Harvey, D 2006, An experiential approach to organisational development, 7th edn, Pearson Education.

**Assessment:** Mid-semester test on structures for managing projects 30%; Quiz on allocating tasks and responsibilities 10%; Research paper on staff motivation and morale for effective project management 30%; Case report on team building and managing diversity 30%.

**AHBS302 SPORT BUSINESS PROJECT**

**Locations:** City Flinders, Nil.

**Descriptions:** This unit of study directly relates to individual students’ sport business organisation or interests. The major project will be decided by individuals in consultation with the lecturer and the project content shall benefit the chosen sport business organisation. Students will be expected to show initiative, flexibility, with teamwork in undertaking the project and demonstrate the competencies gained during the Graduate Diploma in Sport Business units of study in the selected project.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
- Research and perform a needs analysis on a selected project;
- Develop a project for a sport organization which is a new initiative;
- Present the proposed project to an appropriate audience;
- Apply their project competencies to a range of sport related opportunities.

Class Contact: Six hours per week for one semester comprising two three-hour lectures/seminars or equivalent.

Required Reading: No reading required due to individual student projects formed.

Assessment: Project proposal 10%; Final report 50%; Presentation 20%; Journal article 20%. Total word length approximately 8000 to 10,000 words. All components of assessment must be satisfactorily completed.

AHB5309 SPORT FACILITY MANAGEMENT

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: The content of this unit of study will address the following aspects of facility management and design, as they apply to the Australian sport industry: facility planning and development process; facility design principles, access and design requirements for specific population groups; facility management planning process and management arrangements; development processes for sport facilities within Australia; standards required for the design of sport facilities; relationships between facility design and maintenance; maintenance management requirements for different sport facilities/surfaces; occupational Health and Safety issues; facility performance evaluation and service quality; recent developments in sport facility management in Australia and overseas; and case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the principles of effective sport facility planning and management;
- Identify and solve sport facility management problems;
- Design systems for evaluating the performance of sport facilities;
- Understand the importance of communication in ensuring effective sport facility management.

Class Contact: Twelve weeks of three hours per week.

Required Reading: During each class, a range of contemporary facility management and design readings will be provided for students to review and discuss during class. The lecturer will distribute this reference material.

Assessment: Case study reviews (word limit 200 words) 40%; Sport policy and planning document (3000 words) 40%; Class presentation (15 minutes) 20%. All components of assessment must be satisfactorily completed.

AHE0002 SOCIAL BASES OF HEALTH

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.
AHE0004 EXERCISE SCIENCE PROJECT
Locations: Footscray Park, City Flinders,
Pre-requisites: AHE3101 Advanced Biomechanics (for Sports Science Project in Biomechanics) or AHE3100 Advanced Exercise Physiology (for Sports Science Project in Exercise Physiology)
Descriptions: This unit of study will provide students with an opportunity to undertake a specific project that will enable them to acquire, broaden or deepen knowledge and skills in a specific topic area related to either biomechanics or exercise physiology. This can involve a thorough and critical literature review, or a minor research project. Any research project involving human experimentation requires approval from the Human Research Ethics Committee of Victoria University. For this reason, a research project is generally not preferred, unless the project has already received such ethics approval. Each student will be allocated a supervisor and the student and supervisor will then negotiate a project from the area of biomechanics or exercise physiology. The coursework will normally consist of a mini-dissertation and an oral presentation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Provide evidence of an extensive literature review of a suitable topic of their choice;
- Undertake a simple research project design of a suitable topic of their choice.
Class Contact: Independent study. This unit of study has a workload equivalent to 3.5 hours per week, for one semester. Contact to be arranged by supervisor.
Required Reading: To be advised by supervisor.
Assessment: Other Contracted educational exercise(s) by negotiation with supervisor 100%

AHE0005 EXERCISE SCIENCE FOR SPECIFIC POPULATIONS
Locations: Footscray Park, City Flinders,
Pre-requisites: AHE2104 Exercise Physiology, AHE1202 Biomechanics or equivalent
Descriptions: This unit of study examines exercise and sport science applied to specific clinical populations, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. Patients studied comprise those patients with chronic cardiovascular, kidney, respiratory, metabolic or musculoskeletal diseases; and those populations with altered gait, balance and motor control characteristics, including elderly fallers, amputees and cerebral palsy children.
The unit examines the acute responses with exercise and any limitations of the cardiorespiratory, neuromuscular and endocrine systems, in the specific populations with chronic disease. The unit exposes students to the biomechanical factors relating to the analysis of human movement in specific populations such as elderly fallers, amputees and cerebral palsy children.
Topics include: biomechanical changes that commonly occur in these populations and their relationship to exercise; and the associated laboratory techniques for measurements and assessment. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in patients with chronic disease, or altered gait and motor control characteristics, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding.
Students are strongly advised to take AHE0003 Exercise Science for Adults and Older Adults. This unit of study is recommended for those students wishing to progress to further studies in the field of exercise rehabilitation.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Know and understand the physiology of special populations and how their conditions may affect their capacity to exercise or be affected by exercise;
- Know and understand the biomechanical aspects of pathological gait;
- Apply laboratory skills related to the assessment of, and working with, individuals from special populations;
- Apply laboratory skills related to the assessment of gait analysis and the associate laboratory techniques;
- Understand the biomechanical factors that commonly occur in special populations such as the elderly, fallers, amputees, cerebral palsy sufferers and their relationship to exercise;
- Demonstrate key and transferable skills.
Class Contact: 1.5 hour lecture and 2 hour tutorial per week.
Required Reading: Specific journal articles to be advised by lecturer.
Assessment: Examination Final examination 40%

AHE0006 APPLIED EXERCISE PHYSIOLOGY
Locations: Footscray Park,
Pre-requisites: AHE2104 Exercise Physiology.
Descriptions: This elective unit of study explores the strategies employed by exercise physiologists to achieve peak exercise performance. The unit focuses on a range of interventions to enhance performance. It includes special emphasis on legal ergogenic aids such as nutritional interventions including alkalosis, carbohydrate and fluid supplements, antioxidants, and creatine; altitude, simulated altitude and hypoxic training. It examines the abuse of illegal ergogenic aids such as blood doping, EPO, steroids, growth hormones and stimulants. It also includes examination of important training strategies including tapering and intensive training. Practical classes will examine the influence of safe ergogenic strategies, and of intensified training and tapering on physiological performance.
Credit Points: 12
Learning Outcomes: To be advised.
Class Contact: Four hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class/tutorial.
Required Reading: Specific journal articles to be advised by lecturer.
Assessment: Laboratory reports 30%; Short tests and assignments 20%; Final examination 50%

AHE0007 ADAPTED AQUATICS
Locations: Footscray Park,
Pre-requisites: AHE1127 Aquatics/current AUSTSWIM Teacher of Swimming and Water Safety.
Descriptions: This unit of study will cover: theories and principles of the use of water as a medium for exercise, therapy and rehabilitation for people with disabilities; theories and principles of effective teaching for (young and old) people with disabilities; practical teaching activities and effective evaluation and revision; effective communication; overcoming barriers to participation.
Credit Points: 12
Learning Outcomes: On completion of this unit, students will be able to:
- Apply introductory knowledge to the field of adapted aquatics;
- Plan and prepare appropriate and safe aquatics-based lessons for clients with a disability;
- Design and modify aquatics-based games and activities for clients with a disability;
• Apply practical professional experiences in the area of adapted aquatics;
• Apply the theoretical skills of working with clients with a disability in an aquatic setting;
• Recognise opportunities and resources available to the physical education specialist working with clients with a disability in an aquatic environment.

Class Contact: 1 hour lecture and 1.5 hour lab each week. This unit of study may be delivered in a standard 12 week semester or in a block mode during a semester or in summer or winter sessions.


Assessment: Examination Written examination 30%

AHE0008 ADVANCED MOTOR CONTROL
Locations: Footscray Park,
Pre-requisites: AHE2200 Motor Control.

Descriptions: This unit of study continues from AHE2220 Motor Control with greater depth of knowledge of the neuromuscular system and the application of this knowledge to various areas including health and rehabilitation to high performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate knowledge and application of techniques to analyse the neuromuscular system;
• Apply knowledge gained in lectures and laboratories to ‘real’ world environments in healthy (for example, high performance athletes and the general population) and symptomatic populations (for example, neural rehabilitation patients) in conjunction with other professionals such as physiotherapists and occupational therapists.

Class Contact: 1.5 hour lecture and 2 hour tutorial each week


Assessment: Project Supervised laboratory project 40%

AHE0029 RESISTANCE TRAINING
Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for general fitness, strength, hypertrophy and muscular endurance will be covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations.

Class Contact: 1 hour lecture and 1.5 hour lab each week

Required Reading: Nil.

Assessment: Test Tests 30%

AHE0036 DIRECTED STUDIES
Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: Directed Studies provides the opportunity for students to acquire, broaden or deepen knowledge and skills in a topic area related to the undergraduate Physical Education, Recreation, or Performance Studies courses. The directed study will be flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit of study. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique, etc.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Independent study. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, performance piece, performance critique, etc) 100%.

AHE0065 ADVANCED RESISTANCE TRAINING
Locations: Footscray Park,
Pre-requisites: AHE0029 Resistance Training or equivalent.

Descriptions: This unit of study deals with the science and practice of sports-specific conditioning and the various forms of resistance training. Students will gain practical experience in Olympic style lifting, plyometrics, core region conditioning, balance ability training, elastic resistance exercises as well as testing procedures for muscular strength and power. Periodised training programs for sport will be covered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate their understanding of the science behind the various training modes;
• Demonstrate correct execution of advanced resistance training exercises;
• Demonstrate their ability to assess muscular strength and power;
• Demonstrate their ability to design resistance training programs for athletic populations.

Class Contact: 1 hour lecture and 1.5 hour lab each week

Required Reading: To be advised by lecturer.

Assessment: Test Test 30%

AHE0070 PERSONAL TRAINING
Locations: Footscray Park,
Pre-requisites: AHE0029 Resistance Training or equivalent.

Descriptions: This unit of study deals with sports-specific conditioning and aspects of muscular reconditioning. Periodised programs specific to sports will be covered. Students will be exposed to areas of conditioning such as plyometrics, Olympic weight lifting, power lifting and testing procedures. Students will be encouraged to develop skills to: critically evaluate exercises for specific populations; develop confidence in the more advanced lifts; and become competent at forming long-term training plans.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply basic principles and practices of fitness and personal training;
• Teach business practices relevant to running a personal training business;
• Design and evaluate a variety of strength, stretching, cardiovascular and mind/body programs applicable to clients;
• Understand how the fitness and personal training industry operates in Australia and worldwide;
• Understand a variety of personal training options in fitness centres, PT studios, parks and outdoor areas, corporate settings, apartments and body corporate settings.

Class Contact: 1 hour lecture and 1.5 hour lab each week.


Assessment: Test Tests 30%.

AHE0218 EXERCISE SCIENCE FOR CHILDREN AND ADOLESCENTS

Locations: Footscray Park, City Flinders.

Pre-requisites: AHE2104 Exercise Physiology, AHE1202 Biomechanics or equivalent.

Descriptions: This unit of study examines exercise and sport science applied to healthy children and adolescents, and incorporates a multidisciplinary approach, including both physiological and biomechanical perspectives. The specific physiological profiles, exercise capacities of children and adolescents will be studied and contrasted to adult responses. Age and gender specific acute responses to exercise will be examined in children and adolescents, including cardiorespiratory, metabolic, musculoskeletal and thermoregulatory responses, as well as muscular strength, endurance and efficiency. The unit also examines appropriate exercise testing and relevant physical activity and training principles for children and adolescents. The unit of study familiarises students with the biomechanical factors relating to the analysis of human movement in children and adolescents. Topics include: biomechanical changes that commonly occur in children and adolescents and their relationship to exercise and sports performance; gait and locomotion changes in children and adolescents. Laboratory experiences will be used to develop an understanding of techniques for exercise and sport science measurement and assessment in children and adolescents, their ethical and practical considerations, as well as to link, where possible, physiological and biomechanical approaches, to enhance overall understanding. Students are strongly advised to take AHE2104 Sports Physiology, Sports AHE1202 Biomechanics and AHE2103 Growth, Development and Ageing.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the physiological, anatomical and biomechanical differences between adults and children;
• Understand how children respond and adapt to different types of exercise;
• Understand how differences between adults and children impact on research, coaching and physical education classes.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Examination Final examination 40%.

AHE0300 GOLF

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The aims of this unit of study are to: introduce students to the game of golf; expose students to the etiquette and demeanour of the game; develop skills so that the student can go to a course and play a game successfully and competently; further examine factors that influence the golf swing; and acquire a working knowledge of the rules of golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Develop and improve their skills to play the game of golf;
• Demonstrate knowledge of the rules, etiquette, course management and nuances of the game;
• Show awareness of the historical, sociological and scientific bases of the game;
• Run golf tournaments and events.

Class Contact: 1 hour lecture and 1.5 hour practical/tutorial, or the equivalent plus attendance at a residential golf camp.


Assessment: Test Test 30%

AHE0340 DIRECTED STUDIES 3 (3 UNITS)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Directed Studies provides the opportunity for students to acquire, broaden or deepen knowledge and skills in a topic area related to the undergraduate Physical Education, Recreation or Performance Studies courses. The directed study will be flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the nature and scale of the activity is considered by the supervisor to be appropriate for the course and the credit hours of the unit. Examples of likely ways in which study may be directed include the following: critical reviews/papers, annotated bibliography, instrumentation design, pilot project, performance piece, performance critique etc.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Independent study. Contact to be arranged by supervisor.

Required Reading: To be advised by supervisor.

Assessment: Contracted educational exercises (eg annotated bibliographies, review paper(s), instrumentation design, pilot project, piece, performance critique, etc) 100%.

AHE1051 INTRODUCTION TO PHYSICAL EDUCATION (PRIMARY)

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study introduces students to issues and theories, as well as pedagogies and practices related to physical education at the primary level. The unit will explore the nature and impact of physical education using a multi-disciplinary approach, which includes history, sociology, ethics and social psychology. The practical component of the unit will involve an introduction to swimming and water safety education.
AHE1052 GROWTH AND MOTOR DEVELOPMENT

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine the following areas: Definitions and critical periods, prenatal growth and development; genetic and environmental influences on growth and development; development of the sensory, nervous and endocrine systems; Structural growth: skeletal, muscular and tissue growth; body composition, body image, and body typing; reflexes, rudimentary movement, fundamental movement; theories of motor skill acquisition; Relationship of senses to motor development; perceptual motor development: co-ordination, balance, visual and kinaesthetic development; development of physical proficiencies - strength, flexibility, endurance and power; procedures associated with the implementation of gymnastics programs within the primary school setting.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Describe the terminology associated with physical growth and development;
- Identify and describe the influences that impact on growth and development;
- Identify the various life stages and the developmental issues associated with each stage;
- Describe and apply the various aspects of motor development theories and the relationship with skills and abilities at each life stage.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week

Required Reading: Literature specified by the lecturer representative of growth and motor development knowledge and issues associated with the teaching of physical education.

Assessment: Exercise Three class exercises (quiz-based and laboratory assessments) 30% Total 3000 words

AHE1101 STRUCTURAL KINESIOLOGY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: the study of the structure and function of the human body; the interrelationships between the various components and movement examples.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate the form and function of the human body;
- Understand kinesiological concepts by using movement examples.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week

Required Reading: To be advised by lecturer.

Assessment: Test Mid-semester test 25%
Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity;
- Demonstrate in scholarly written form, their understanding of the nature and significance of experiential, practice-based knowledge and philosophical knowledge in the construction of personal identity;
- Demonstrate in scholarly written form, their understanding of the dualistic-mechanistic and existential-phenomenological foundations and implications of professional, practice-based knowledge.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: To be advised by lecturer.

Assessment: Research Paper Research paper 40%

AHE1123 GYMNASTICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This is an introductory unit of study covering the dominant movement patterns associated with the activities called gymnastics. An appreciation of the many forms of gymnastics and the ability to perform the basic skills that are common to them is the expected outcome of the unit. Basic gymnastic skills and routines will be covered in order to give the students the opportunity to improve their personal skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the organisational structure of gymnastics in Australia;
- Understand basic concepts, fundamental movement patterns and basic concepts of movement characteristic of gymnastics;
- Understand teaching techniques relevant to gymnastics;
- Apply skills to plan and implement gymnastics programs;
- Perform basic skills with good gymnastics techniques on all apparatus;
- Understand the fundamentals of safety and liability;
- Apply the opportunities available for further self improvement in gymnastics;
- Take subsequent courses in gymnastics.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Required Reading: To be advised

Assessment: Assignment Three worksheets (each worth 10%) 30%

AHE1127 AQUATICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The aim of this unit of study is to provide students with a sound theoretical knowledge of the sport of swimming. In addition, students will be encouraged to obtain a high standard of personal excellence in the practical performance side of swimming activity. Students will be introduced to the skills and research for the four competitive swimming strokes and the two lifesaving strokes. Additional lifesaving skills will be addressed as well as: the practical application of research in areas such as elite training programs; rehabilitation and swimming; swimming programs for older adults and the very young; aqua-aerobics and swimming programs for physically and mentally challenged individuals.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the field of Aquatics;
- Plan and prepare appropriate and safe aquatics-based lessons for school students and the community;
- Design and modify aquatics-based games and activities for students and the community;
- Apply theoretical skills to plan and prepare units of work and lessons for the aquatic environment;
- Recognise opportunities and resources available to the physical education specialist working within an aquatics environment.

Class Contact: 1 hour lecture and 1.5 hour lab

Required Reading: To be advised

Assessment: Examination Final examination 30%

AHE1202 BIOMECHANICS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: biomechanical concepts and terminology; human motion and ways to measure it; forces applied to humans and equipment during sport and exercise; and basic biomechanical analysis techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand biomechanical concepts and terminology;
- Understand human motion and ways to measure it;
- Understand what forces are applied to humans and equipment during sport and exercise;
- Understand the basic concepts underpinning biomechanical analysis techniques.

Class Contact: 1.5 hour lecture and 1 hour lab each week.

Required Reading: To be advised by lecturer.

Assessment: Examination Mid-semester exam 40%

AHE1203 SOCIAL DIMENSIONS OF SPORT AND EXERCISE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Students will have the opportunity to investigate current social factors that have a bearing on participation in exercise and sport and its potential health benefits. Factors that may enhance participation or those that may be barriers include: age, gender, sexual orientation, ability/disability, socioeconomic status, religion and race/ethnicity. Professionals in the fields of teaching, coaching, exercise prescription and therapy, as well as management and policy-making need to be sensitive and responsive to participants, ‘clients’ or employees from a number of different cultural backgrounds, with their respective attitudes and beliefs about the body, male/female relations, etc.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Analyse in writing their understanding of globalisation, media, youth sports, and religion in sports;
- Demonstrate their knowledge of subject matter in globalisation, media, youth sports, and religion in sports.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: Sport in society: issues and controversies, Coakley, JJ 2001, 8th edn, Student Readings Booklet.

Assessment: Examination Mid-semester examination 40%

AHE1206 SPORT PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This Sport Psychology unit of study is designed to introduce students to the psychology of sport, and to advance students’ awareness of important issues in sport psychology. The unit aims to: help students learn and understand the role of psychological phenomena for behaviour in sport and physical activity settings; help students understand how psychological variables influence participation and performance in sport; and help students understand how participation in sport influences the psychological characteristics of the individual. The lecture and tutorial sessions will introduce students to: the topics of individual differences in sport behaviour; the role of personality in sport participation; the role of motivation in sport participation and performance; the role of arousal and anxiety in sport performance; and the influence of interpersonal and group interactions on sport performance. A survey of the current sport psychology literature is the unit of study content.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate their understanding of the practical skills that will enable students to assess musculoskeletal disorders and evaluation of treatment techniques.
- Identify the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes.

Credit Points: 12

AHE2001 CLINICAL EXERCISE PRACTICE 1

Locations: Footscray Park,

Pre-requisites: AHE3103 Career and Professional Development: Exercise Science A or equivalent.

Descriptions: This unit introduces students to the professional roles of clinical exercise physiologists and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular and/or other conditions such as cancer, depression and chronic fatigue syndrome.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate their theoretical and/or practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities;

Credit Points: 12

AHE2100 CLINICAL BIOMECHANICS

Locations: Footscray Park,

Pre-requisites: AHE120 Biomechanics.

Descriptions: This unit introduces students to biomechanics for clinical exercise science. The theoretical component of the unit will provide students with general knowledge of the biomechanics of the musculoskeletal system and the biomechanics of movement applied to normal and pathological states. The practical part of the unit will provide students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and experiences in developing practical skills that will help to assess musculoskeletal disorders and evaluation of treatment methods.
• Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services;

• Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual's stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies;

• Identify the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement, not necessarily in one block or at one institution.


Assessment: Case studies 100% comprising two case study assessments (750 words each) submitted during the semester (2 x 25%); and two case study assessments (750 words each) delivered in the form of a final written examination (2 x 25%).

AHE2003 CLINICAL EXERCISE STUDIES 2

Locations: Footscray Park,

Pre-requisites: AHE2002 Clinical Exercise Studies 1.

Descriptions: Students further explore fields of clinical exercise therapy in this unit, namely how exercise is applied for its therapeutic and preventive benefits in the workplace. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for functional conditioning, exercise for work, and interventions for a range of occupational injuries and health conditions that are known to respond positively to exercise. It also addresses the physical demands of work, and of occupational injuries and rehabilitation. This, plus commonly used medications, surgery, and other interventions for the range of occupational injuries and conditions, and the effects of these interventions on expected acute and chronic exercise responses, will be explored using a case-based learning model.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate understanding of clinical cases of clients with particular occupational demands or work-related health conditions, and plan and apply strategies to fill these knowledge gaps;

• Understand research and other literature relevant to clinical exercise practice;

• Demonstrate an understanding of appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with particular occupational demands or work-related health conditions;

• Plan and negotiate exercise interventions for clients with particular occupational demands or work-related health conditions, taking account of the full context of clients’ lives, including concurrent interventions.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final written examination comprising two case studies (750 words each 50%).
AHE2004 CLINICAL EXERCISE STUDIES 3

Locations: Footscray Park,

Pre-requisites: AHE2002 - CLINICAL EXERCISE STUDIES 1

Descriptions: Students further explore fields of clinical exercise therapy in this unit, namely, exercise as applied for its therapeutic and preventive benefits for people living with, or at risk of, chronic diseases, injuries, or disabilities. The unit addresses the evidence bases regarding modes of exercise, intensity, duration, frequency, volume and progression for a range of ongoing (ie chronic) cardiology, pulmonary, metabolic, musculoskeletal, neurological and multi-systemic pathologies that are known to respond positively to exercise. The unit also addresses, using a case-based method, chronic and complex health conditions, the effects of commonly used medications, surgery, and other interventions for the range of chronic cardiology, pulmonary, metabolic, musculoskeletal and neurological pathologies, and the effects of these interventions on expected acute and chronic exercise responses.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of clinical cases of clients with chronic and complex health conditions, and plan and apply strategies to fill those knowledge gaps;
- Demonstrate knowledge of research and other literature relevant to clinical exercise practice;
- Identify appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with chronic health conditions;
- Plan and negotiate exercise interventions, for clients with chronic and complex health conditions, taking account of the full context of clients lives including concurrent interventions.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports (750 words each) submitted during the semester (2 x 25%); and an end of semester final examination comprising two case studies (750 words each) 50%.

AHE2005 NUTRITION AND DIET FOR EXERCISE AND PHYSICAL EDUCATION

Locations: Footscray Park,

Pre-requisites: AHE2104 - EXERCISE PHYSIOLOGY

Descriptions: This unit of study is an introduction to nutrition for health, exercise and sports performance. The unit will enable students to understand the roles of the main nutrient groups, as well as various vitamins, minerals and nutritional supplements and ergogenic aids, for the promotion of healthy living, prevention of chronic lifestyle-related diseases, and enhancement of exercise and sport performance and recovery. Students will study the influences of various diets and eating patterns on conditions such as overweight/obesity, diabetes, metabolic syndrome, cardiovascular diseases, cancers, arthritis, and bone disease. They will understand at a basic level the inter-relationships between nutrition and exercise in terms of energy balance, disordered eating and body composition assessment methods.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate understanding of the nutritional requirements for health, wellness, sport performance enhancement and exercise;
- Demonstrate understanding of the current research and applications thereof (eg. critical analysis on making healthy and wise food choices in nutrition market place, latest optimum nutritional recommendations for the physically active person and elite sports people, nutritional ergogenic aids and supplements);
- Demonstrate understanding of weight manipulation techniques (ie. muscle gain and fat mass loss) and disordered eating habits.

Class Contact: Two hours per week or equivalent for one semester comprising lectures and tutorials.


Assessment: Case study (600 words) 20%; Written examination (1200 words) 40%; Written assignment (1200 words) 40%. There is an 80% attendance requirement for the practical component of this unit.

AHE2006 EXERCISE INTERVENTIONS FOR HEALTHY POPULATIONS

Locations: Footscray Park,

Pre-requisites: Nil

Descriptions: This study unit will introduce students to the design and delivery of exercise and physical activity services for apparently healthy individuals, including athletes but not people living with chronic medical conditions or injuries. Students will develop an understanding of client-focused exercise delivery, and the challenges of behaviour change that are often needed for long-term participation in exercise and physical activity. Program variables include the client’s histories of exercise, physical activity and injury, goals, likes and dislikes, barriers and opportunities (eg. sociocultural, socioeconomic factors, socio-psychological), subjective and objective measurements / observations, and the client’s current exercise and functional capacities. Students will learn the importance of cultural competence in the design and delivery of services. Technical expertise in assessments of exercise and functional capacities and how these can be used to plan and evaluate exercise interventions, and the safe and effective demonstration and leadership of appropriate exercises and training regimes will be developed.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Take clients’ histories of exercise, physical activity and injury; categorise apparently healthy clients according to risk of participation; and refer, when appropriate, to health professionals before or after commencing an exercise intervention;
- Identify clients’ goals, likes and dislikes, barriers and opportunities for exercise and physical activity;
- Select and use appropriate (to the client) exercise and functional capacity test methods and protocols; monitor clients’ signs and symptoms during exercise or physical activity; and take appropriate and timely action in the event that adverse signs and/or symptoms arise;
- Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity, based on the factors above; and understand models of behaviour change, and apply these appropriately to client services;
- Design, implement and evaluate exercise and physical activity interventions based on the above factors, and address the variables of mode, intensity, duration, frequency, volume and progression;
- Communicate (verbal, non-verbal, written, electronic) all of the above to clients (esp CALDB clients) and other exercise and health professionals, in appropriate language for each situation.
AHE2007 EXERCISE ASSESSMENTS FOR CARDIOPULMONARY AND METABOLIC CONDITIONS

Locations: Footscray Park,
Pre-requisites: AHE2104 - EXERCISE PHYSIOLOGY OR equivalent.

Descriptions: This unit will provide students with an understanding of the various effects of surgical, medical (pharmaceutical), and allied health interventions for people with cardiopulmonary and/or metabolic conditions on acute and chronic exercise capacity. Students will also gain an understanding of exercise training regimens and exercise tests that are contraindicated for each of these conditions, knowledge of, and ability to recognise, adverse signs and symptoms that may arise during exercise or recovery for people with cardiopulmonary and/or metabolic conditions. Topics will include history taking, physical examinations, and assessments of exercise capacities of people with any of (but not limited to) the following conditions: hypertension, coronary artery disease, peripheral vascular disease, myocardial infarction, chronic heart failure, asthma, chronic obstructive pulmonary disease (emphysema / chronic bronchitis), cystic fibrosis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Select appropriate test and monitoring protocols for the assessment of exercise and functional capacities for people with cardiopulmonary and/or metabolic conditions;

• Take clinical histories and conduct physical examinations of clients with cardiopulmonary and/or metabolic conditions;

• Use information on the effects of common surgical, medical and allied health treatments on the expected acute and chronic exercise responses;

• Identify risks associated with exercise, and contraindications to exercise, for clients with cardiopulmonary and/or metabolic conditions;

• Review and interpret and take appropriate and timely action, based on the following observations during rest, exercise and/or recovery: self-report scales (eg RPE and fatigue, visual analogue scales (VAS), dyspnoea scales, pain, physical activity); heart rate, rhythm and oxygen saturation (eg palpation, heart rate monitor, ECG, pulse oximetry); blood pressure; breathing (eg visual observations, spirometry);

• Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity for people with cardiopulmonary and/or metabolic conditions.

Class Contact: One hour tutorial plus one hour practical session per week for one semester.


Assessment: Participation in practical classes is a hurdle requirement for this unit.
Case Study Case study (1000 words) 40%

AHE2008 RESEARCH IN EXERCISE SCIENCE

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study will examine key components of research in exercise and sport science. Topics include: measurement and evaluation techniques employed in exercise and sport science; designing an exercise and sport science research project; descriptive and inferential statistics; and critical evaluation of exercise and sport science research, including issues related to ethics, society and cultural relevance. This unit will provide students with basic skills in research, in preparation for professional practice, as well as Honours, postgraduate coursework or research degrees in exercise and sport science.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their understanding and use of the measurement and evaluation techniques employed in exercise and sport science, including the applicability of descriptive and inferential statistics to use when analysing quantitative research data;

• Design an exercise and sport science research project;

• Critically evaluate exercise and sport science research;

• Demonstrate their understanding of the statistical analysis of quantitative data using the computer package SPSS;

• Demonstrate their knowledge of a range of ethical issues and issues of social and cultural importance in exercise and sport science research.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week.

Required Reading: Specific journals/readings assigned by unit coordinator.

Assessment: Test Test (600 words) 20%

AHE2009 GROUP EXERCISE PROGRAMMING

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit introduces students to the theory and practice of group exercise programming. The aim of the unit is to expose students to a variety of group exercise formats and leadership styles, and to develop the knowledge and skills of students to plan and execute effective and safe group exercise programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their understanding of the theory and principles of group exercise programming and leadership;

• Plan and execute a safe and effective group exercise session;

• Critically understand the nature and scope of group exercise programs and leadership styles currently operating in the fitness industry.

Class Contact: 1 hour lecture and 1.5 hour lab each week.

Required Reading: The aerobic instructor’s handbook, Champion, N & Hurst, G 1999, Kangaroo Press, East Roseville, NSW.

Assessment: Test Test (600 words) 20%
AHE2010 EXERCISE SCIENCE CAREER DEVELOPMENT

Locations: Footscray Park,
Pre-requisites: AHE1102 CPD1: Career and Professional Development 1.

Descriptions: This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the Exercise and Sport Science and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students will also participate in a relevant work integrated learning placement under supervision of appropriate industry and university supervisors. Students will complete a formal business report based on their placement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate their knowledge of career opportunities, the current job market, and how to establish and maintain employment networks in the Exercise and Sport Science and associated industry sectors;
- Demonstrate their knowledge of personal attributes and transferable skills, and the written capacity to prepare an up to date personal skill/achievement focused resume;
- Establish a previously unknown contact in the Exercise and Sport Science industry and conduct an information interview in order to better understand a job that they are interested in finding more about;
- Use a range of career strategies and job hunting skills to find and establish a 300 hour work integrated career placement in a new and unfamiliar area in the Exercise and Sport Science or an associated industry sector;
- Complete a 300 hour work integrated career placement and business report that describes the context, objectives, planning, implementation and evaluation of their work integrated placement.

Class Contact: Equivalent of two hours of tutorial per week for the semester.


Assessment: Resume (500 words) 15%; Information interview (500 words) 15%; Workbook (500 words) 20%; 300 hour career placement that meets all requirements as set out on the placement contract as assessed by the supervisor and completion of a business report regarding all aspects of the career placement (1500 words) 50%.

AHE2011 QUANTITATIVE AND QUALITATIVE RESEARCH METHODS FOR EXERCISE PROFESSIONALS

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit aims to enable students to become proficient in the analysis of professional practice in clinical exercise science. The unit will cover evaluation of research designs of published papers; methods of literature searching and reference management; sampling and analysis methods for quantitative and qualitative research; questionnaire design, evaluation, and use; determination of validity and reliability of research designs; development of ethics applications; and the use of research-based computer software (eg. EndNote, SPSS).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Design, conduct and evaluate, using both quantitative and qualitative methods, single case reports, case studies, case series, population-wide surveys, observational studies and single cohort designs, clinical trials, including active and placebo controlled, randomised trials;
- Locate, manage, read, and interpret scientific literature relevant to clinical exercise practice, exercise science and sports science.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.


Assessment: Assignment Four approved assignments of up to 1000 words or equivalent 4 x 25% each. 100% Each assignment will draw on quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHE2012 ADOLESCENT HUMAN DEVELOPMENT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit introduces students to concepts, issues and programs dealing with the personal and social wellbeing of adolescents. The unit will address the issues facing young adults, such as challenge, risk and safety, as well as global, national and school/community health issues including depression, suicide, stress, bullying, resilience, anxiety, body image, sexual identity, self-esteem and self-concept. The unit will also examine the role of harm minimisation in the development of drug education and sex education strategies, plus identify appropriate health programs at local, state, national and international levels.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate in written form, their understanding of the major concepts of, and the physical, psychological and social factors that contribute to, health and well-being of adolescents;
- Demonstrate in written and verbal form, their understanding of: the causes and the prevention of mental illnesses; the cultural, social, personal and environmental factors affecting drug use and misuse, plus the current principles in relation to drug education; the notion of sexuality, and the major physical, mental, emotional and social influences on sexual health;
- Evaluate critically in written form, a local health program.

Class Contact: 1 hour lecture and 1.5 hour tutorial each week.


Assessment: Project (1200 words) 40%; Health program evaluation (600 words) 20%; Exam (1200 words) 40%.
AHE2013 GYMNASTICS AND DANCE
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit introduces students to the knowledge and skills associated with gymnastics and dance. For each of these movement forms, the unit will cover fundamental skill acquisition, safety, and the basic principles of teaching.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate their understanding of, in written form, the basic concepts of movement and gymnastics;
• Perform basic skills with sound gymnastics technique on all apparatus;
• Demonstrate the knowledge and skills to plan and teach an effective and safe gymnastics program. This includes warm up, stretching, skill acquisition on all apparatus and cool down activities appropriate to gymnastics;
• Demonstrate basic movement to music skills and identify pedagogy appropriate to the teaching of dance;
• Demonstrate basic dance steps in the following areas: bush dance, multicultural dance, aerobic dance, hip-hop and social dance;
• Demonstrate awareness of safe dance techniques, including warm-up, cool down, and stretching.
Class Contact: 2.5 hour workshop each week.
Assessment: Test Gymnastics test (400 words) 10% 80% attendance is required at gymnastics and dance laboratories.

AHE2014 PHYSICAL EDUCATION CAREER DEVELOPMENT
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit is designed to develop the knowledge and skills to help students obtain positive career outcomes on completion of their course. Students follow a career development model to bring them into career maturity before they graduate. They will be equipped with the knowledge and skills to enable them to be proactive and strategic in career planning, to be aware of the variety of career outcomes in the physical education and associated industry sectors, and to have self-understanding to enable them to target their career actions. Students will also participate in a relevant work integrated learning placement that will allow them to continue to develop practical teaching, coaching and related leadership skills.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Complete a 70 hour work integrated career placement and write a business report that describes the context, objectives, planning, implementation and evaluation of their work integrated placement.
Class Contact: Two hours of tutorials per week for one semester.
Assessment: Core graduate attributes report (500 words) 15%; Resume (500 words) 15%; Information interview (500 words) 20%; Successful completion of a 70 hour career placement that meets all requirements as set out on the placement contract as assessed by the supervisor and completion of a business report regarding all aspects of the career placement (1500 words) 50%.

AHE2015 ADAPTED COACHING
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit is designed to develop the students’ knowledge and ability to conduct sports coaching sessions for children with a physical or intellectual disability. The unit, conducted in partnership with Tennis Victoria, will introduce students to models of coaching and coaching techniques, then provide an opportunity for students to plan, implement and evaluate sports coaching sessions with groups of children with physical or intellectual disabilities. All students will gain a Tennis Victoria level O Coaching qualification as part of their participation in this unit.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate their understanding, in written form, of models and theories of coaching;
• Demonstrate their theoretical and practical understanding of lesson planning, implementation and review;
• Demonstrate their understanding of the theory of using modified games to coach athletes with a disability;
• Demonstrate the knowledge and skills to gain a level O coaching qualification.
Class Contact: 1 hour lecture and 1.5 hour lab each week
Required Reading: Orientation to Coaching material (provided by Tennis Victoria).
Assessment: Review Lesson plans and reviews (1000 words) 30% There is an 80% attendance requirement for the practical session in this unit.

AHE2016 BIOMECHANICS FOR PHYSICAL EDUCATION
Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit introduces students to biomechanics, with a special application to physical education. The theoretical component of the unit will focus on important biomechanical principles and how these apply to human movement and sport. The practical part of the unit will provide students with experience in calculating biomechanical parameters, plus hands on experience of biomechanical measurement and analysis techniques and experience in developing practical analytical skills that will help to assess human movement and sports activities.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate their understanding of, in written form, the theoretical knowledge of biomechanical principles;
• Demonstrate their understanding of, in written form, the biomechanical techniques used to assess human movement in physical activity and sport;
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

- Demonstrate their understanding and ability to assess physical activities and sports movements using video and computer-based tools

Class Contact: 2 hour lecture and 1.5 hour lab each week.


Assessment: Mid semester exam (600 words) 20%; Final Exam (1200 words) 40%; Laboratory - Biomechanical analysis of a skill (1200 words) 40%.

AHE2051 PHYSICAL ACTIVITY AND CHILDHOOD

Locations: Malton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will provide an understanding of developmental physical activity and the unique responses of this age group. Pre-service teachers will explore the design of learning experiences for young children in areas such as ball skills, gymnastics, and manipulative skills and further explore the potential of these activities in indoor and outdoor settings. Pre-service teachers will study the key learning areas of dance as a major focus in this unit of study. Critical debate will be encouraged on the role of spontaneous play in this age group, participation, co-operation, belonging, self esteem, winning, losing and an appreciation of the processes and production of games and team sports. Practical experiences will include a focus on skills development and refinement, individual, partner and group-based activities, and a strong emphasis on the teaching of creative, modified and traditional games or sports.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify key issues related to children’s involvement in physical activity;
- Understand the roles, objectives, methods and procedures used to enhance physical activity in children;
- Know the fundamental motor skills required by children which enable them to participate in physical activity;
- Evaluate movement patterns in children during physical activity;
- Plan work and use time effectively;
- Demonstrate a capacity for independent, self-directed learning.

Class Contact: 1 hour lecture and 1.5 hour tutorial.

Required Reading: To be advised by lecturer.

Assessment: Project Curriculum projects 40% Total 3000 words

AHE2052 PAEDIATRIC PHYSICAL ACTIVITY SCIENCES

Locations: Malton, Footscray Park,

Pre-requisites: AHE1052 Growth and Motor Development.

Descriptions: This unit of study will investigate: ethical considerations surrounding children and exercise; the role of activity in childhood and adolescence; health-related fitness in childhood and adolescence; implications for testing, prescribing and training; strength and power responses in childhood and adolescence; special consideration for children exposed to exercise under environmental stresses such as heat and humidity; nutrition; special populations; motivation and self-esteem; cardiovascular disease risk factors in childhood, retrospective and prospective research and implications. The unit of study will also initiate learning and teaching of the key area of health-related fitness programming and athletics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate sound knowledge of physical activity for children catering to a range of needs from childhood obesity to young elite sporting performers;
- Demonstrate a thorough understanding of the psychological benefits of exercise and physical activity;
- Demonstrate a thorough understanding of theories of exercise behaviour and motivation for exercise and physical activity;
- Appreciate the potential psychological risks of exercise;
- Appreciate the psychological needs with respect to exercise of various special populations.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: Foundations of exercise psychology, Berger, BG, Pargman, D & Weinberg, RS 2002, Fitness Information Technology, Morgantown, WV.

Assessment: Other Tutorial submissions 25%

AHE2100 EXERCISE PSYCHOLOGY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Considerable attention has been given to understanding how psychological factors influence performance in competitive sports, and into developing psychological strategies to enhance sporting performance. This unit of study considers the psychology of sport and exercise within a broader framework, addressing the more fundamental issues of why it is that people do or do not participate in sporting and exercise activities. It addresses a range of psychosocial factors (eg personality, motivation, personal identity and self-efficacy) that influence participation in physical activity across the lifespan, and in the context of the promotion of physical activity for health and wellbeing of the whole community. The unit also examines the relationship between physical activity and psychological wellbeing, with a focus on psychological development and wellbeing as consequences of physical exercise, in the general population, as well as in special populations such as children, the elderly, and people with physical and/or mental disabilities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a thorough understanding of the psychological benefits of exercise and physical activity;
- Demonstrate a thorough understanding of theories of exercise behaviour and motivation for exercise and physical activity;
- Appreciate the potential psychological risks of exercise;
- Appreciate the psychological needs with respect to exercise of various special populations.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: Foundations of exercise psychology, Berger, BG, Pargman, D & Weinberg, RS 2002, Fitness Information Technology, Morgantown, WV.

Assessment: Other Tutorial submissions 25%

AHE2101 SPORT PHYSIOLOGY

Locations: Footscray Park,

Pre-requisites: AHE2104 Exercise Physiology.

Descriptions: 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 the key area of health-related fitness programming and athletics.
sport; evaluating the importance of physiological systems in athlete performance; the essential role of nutrition in exercise and sport and sport-specific adaptations to physical training and comparisons of different forms of training. The unit examines basic principles underlying physiological exercise testing, with emphases on sport specificity, laboratory-based and field-based testing. Laboratory and field-based classes require students to administer and interpret exercise tests that are fundamental to exercise physiology including measurements of maximal oxygen consumption, muscle strength and fatigability, skin fold measurements and anaerobic power testing. The unit of study will include competency evaluation for these tests. The unit will also examine the important role of exercise physiology in sustaining and enhancing sport performance. The unit is designed to lead to more detailed mechanistic studies in the core unit Advanced Exercise Physiology and applied studies in the elective unit Applied Exercise Physiology, in the Exercise and Sport Science stream.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their ability to perform a biomechanical analysis of a sporting skill using video software and movement analysis technologies and skills.

Class Contact: 1.5 hour lecture and 2 hour lab each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Laboratory Work Laboratory reports 20%

AHE2102 SPORTS BIOMECHANICS

Locations: Footscray Park, City Flinders, (Biomechanics Laboratory)

Pre-requisites: AHE1202 Biomechanics or equivalent.

Descriptions: This unit of study will include: development of biomechanical principles through application to sport/exercise specific examples and analysis; working with some of the available technologies/techniques and using them in exercise and sports application; and familiarising students with laboratory practice and data handling in sports biomechanics.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their ability to perform a biomechanical analysis of a sporting skill using video software and movement analysis technologies and skills.

Class Contact: Lectures: 12 x 1.5 hours; Labs: 12 x 2 hour for one semester.

Required Reading: To be advised by lecturer.

Assessment: Essay Essay 20%

AHE2103 GROWTH DEVELOPMENT AND AGEING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of the physical growth, psychological maturation and motor characteristics of humans throughout the lifespan;

• Demonstrate understanding of the genetic and environmental factors that interact to influence physical growth and motor development;

• Demonstrate an understanding and appreciation of the applications of knowledge of growth and development in the fields of human movement, physical education and sport.

Class Contact: 1.5 hour lecture and 2 hour laboratory class each week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Final examination 40%; Individual assignment and presentation 30%; Laboratory reports 30%. Examination Final examination, 40%

AHE2104 EXERCISE PHYSIOLOGY

Locations: Footscray Park,

Pre-requisites: RMB1174 Human Physiology.

Descriptions: This unit of study applies the students’ knowledge of Human Physiology to understanding the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. The second part of the unit examines longer term (chronic) physiological responses of exercise training, with focus on cardiorespiratory and musculoskeletal adaptations. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise; indirect measurement of body fat and anaerobic power testing. The unit of study will include both descriptive and mechanistic approaches, to enhance student understanding of exercise physiology principles. The unit also contains a practical component that determines metabolic rate and cardiorespiratory response to exercise during exercise.

This unit also forms the basis for advanced core and elective studies in the Exercise and Sport Science Stream.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of the acute physiological responses to exercise;

• Demonstrate an understanding of the interaction between muscle metabolism, the endocrine and cardiorespiratory systems;

• Demonstrate an understanding of the impact of different environmental conditions on performance;

• Demonstrate basic practical skills required in an exercise physiology laboratory.

Class Contact: Equivalent to 1.5 hour lecture and 1 hour laboratory class every week.

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Final examination 60%; Mid-semester examination 25%; Laboratory quizzes 10%; Laboratory oral exam 5%.
AHE2111 PRACTITIONER HEALTH 1

Locations: St Albans,
Pre-requisites: RBM1211 - BIOSCIENCE 2 or equivalent.

Descriptions: This unit of study aims to develop the students’ understanding of health and exercise. The unit introduces students to elements of physical fitness and exercise physiology to allow them to assess their own health and fitness, develop training and rehabilitation programs and evaluate the outcomes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate in written form, an appreciation and understanding of the development of sport as a significant social force in western civilisations;
- Critically research, interpret, and then verbally discuss historical aspects of sport and physical activity in the western world;
- Bring historical knowledge to bear upon written understandings of current issues associated with sport;
- Display in written and verbal form, an appreciation of different theoretical and methodological approaches to the study of sport and physical activity in society.

Class Contact: 1.5 hours of lectures and 1 hour tutorial each week.


Assessment: Written assignments 65%; Final examination 35%. All components of assessment must be satisfactorily completed.

AHE2127 MOTOR LEARNING

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: The aims of this unit of study are to develop students’ knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance and to introduce students to theoretical and practical aspects of experimental design and procedures used in motor learning research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the way in which motor skills are produced from a psychological perspective;
- Understand basic principles related to organising the learning of motor skills;
- Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
- Understand the basic tenets of the expert performance approach and findings related to the development of motor skills up to the elite level.

Class Contact: 3.5 hours per week comprising 1.5 hours of lectures and 2 hour laboratory/tutorial.


Assessment: Examination Mid-semester examination 20%

AHE2112 HISTORY OF SPORT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate in written form, an appreciation and understanding of the development of sport as a significant social force in western civilisations;
- Demonstrate in written form, the use and analysis of primary and secondary source documents in the field of sports history;
- Critically research, interpret, and then verbally discuss historical aspects of sport and physical activity in the western world;
- Bring historical knowledge to bear upon written understandings of current issues associated with sport;
- Display in written and verbal form, an appreciation of different theoretical and methodological approaches to the study of sport and physical activity in society.

Class Contact: 3.5 hours per week comprising 1.5 hours of lectures and 2 hour laboratory/tutorial.


Assessment: Examination Mid-semester examination 20%

AHE2151 HUMAN SEXUALITY AND SOCIETY

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: The aim of the unit is to examine the sexual health of individuals and populations. Analysis using a lifespan model will allow the review of theories from relevant sociological, cultural, biological, psychological and legal areas of study. The organisational focus of this review will enable the student to develop a greater understanding of the dimensions of human sexual health and wellbeing. This unit is recommended for those wishing to enter the teaching profession, particularly at secondary level.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate in written form their understanding of the theoretical foundations and applications of the lifespan model of sexual health and wellbeing;
• Demonstrate in verbal and/or written form the application of the lifespan model to late childhood and adolescent sexual identity, health and wellbeing;

• Demonstrate in written form their ability to collect and assemble useful and appropriate teaching and learning resources on sexual health for use in schools and community education settings.

Class Contact: 1.5 lecture and 1 hour tutorial/seminar per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Exam 30%; Research project/paper 40%; Teaching and learning resource file 30%. (Total EWL 3000 words). Examination Exam 30%

AHE2200 MOTOR CONTROL

Locations: Footscray Park, City Flinders,

Pre-requisites: AHE1202 Biomechanics; AHE1204 Exercise Physiology.

Descriptions: 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; disease.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the basic mechanisms by which human movement is controlled by the central and peripheral nervous system;

• Apply this knowledge to exercise, sports and clinical contexts;

• Integrate their knowledge of motor control with their current knowledge of anatomy, physiology and biomechanics.

Class Contact: 3.5 hours per week for one semester:1.5 hours lecture,2 hours practical/tutorial.

Required Reading: To be advised by lecturer.

Assessment: Lab work 30%; Quizzes and assignments 20%; Final exam 50%.

AHE2202 FUNCTIONAL KINESIOLOGY

Locations: Footscray Park,

Pre-requisites: AHE1101 Structural Kinesiology or equivalent.

Descriptions: This unit of study will cover the major joint complexes and movement analysis.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify the structure and function of the components of the major joints of the human body;

• Understand the cause and consequence of impairment to the musculoskeletal system;

• Develop an understanding of the techniques used for kinesiological analysis.;

• Critically analyse functional kinesiology research;

• Perform basic movement analysis.

Class Contact: 3.5 hours per week for one semester comprising 1 hour lecture and 2.5 hour practical.

Required Reading: To be advised

Assessment: Tutorial Participation Practical/tutorial contribution , 30%
Melbourne 2006 Commonwealth Games, the Australian Institute of Sport and its affiliated network of state institutes/academies (eg. Victorian Institute of Sport), Sport and Recreation Victoria, the Victorian Major Events Corporation, Victorian Department of Education, Employment and Training, Sport Medicine Australia, the Australian Association of Exercise and Sports Science, Fitness Australia, VicFit, etc; major multi-sport events including the Olympic Games, the Commonwealth Games, world championships, etc and their relationship to Australia (ie. bidding, hosting, event organisation, performance review, etc); a comparative analysis of club versus school-based sport and elite versus community-based sport and recreation; a review and critique of fitness, exercise and physical education delivery systems with an emphasis on training, research, accreditation and employment opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the structure and function of the Australian sport and fitness delivery system and how it is affected by public policy;
- Comprehend theories associated with nationalism and globalisation and how they have affected the development of a unique model for sport and fitness within the Australian context;
- Demonstrate research and technical skills associated with analysing the Australian sport and fitness model.

Class Contact: 2 Hours per week for one semester, comprising 1.5 hour lecture and 1 hour lecture designed to permit adequate time for field trips, logbook assignments, special guest lectures, etc.


Assessment: Test Tests (two during the semester) 45%

AHE3051 PHYSICAL ACTIVITY, HEALTH AND ADOLESCENCE

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine the following areas: defining physical activity and adolescence; the nature of physical activity in adolescence; participation patterns; positive and negative outcomes of physical activity; values, identity and self-esteem in adolescence; motivation, ability, effort, and ego in physical activity through adolescence; socialisation through physical activity during adolescence; cultural/gender issues for adolescents in relation to physical activity; physical activity programs in schools and the community – Victoria and beyond; refinement of skill and excellence and the role of the physical educator; relationship between physical activity and health; health outcomes as a result of involvement in physical activity; overview of critical issues associated with physical activity during adolescence; adolescence, community health and physical inactivity.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the key terminologies in the areas of physical activity, health, and adolescence;
- Comprehend the main physical, social and emotional changes occurring at the adolescent phase of human development;
- Demonstrate an awareness of the key health issues affecting adolescents;
- Demonstrate their understanding of the critical association between adolescent physical behaviours and their health;
- Acknowledge the role that physical activity plays during adolescence in facilitating community health;
- Undertake practical experiences that will expose them to common team pursuits appropriate for adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial weekly

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the relationship between physical activity, health, adolescence and the teaching of physical education.

Assessment: Project Curriculum project 35%

AHE3052 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND HEALTH

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine the following areas: the concept of equality in physical education; valuing cultural diversity; the challenge for physical educators; models and terminology in the field of health; how does health education fit into the curriculum?; theories and practice in preventing disease; breadth and balance in the physical education curriculum; progression and continuity in physical education between primary and secondary school; formal and informal modes of assessment in physical education; working with the community: positive or negative for schools; incorporating technology in the teaching of physical education and health; individual sports and adventure activities suitable for the school setting. Are all professional bodies on the same page?

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Developed an understanding of contemporary language, terminology and models in the teaching areas of physical education and health;
- Comprehend current methodologies associated with the development, presentation, and assessment of curriculum in the areas of physical education and health;
- Demonstrate an awareness of socially responsible policies and practices in physical education and health in relation to equity and cultural diversity;
- Critically analyse the relevance and understanding of health and illness on the learning of school students in relation to their own development into adulthood;
- Have undertaken practical experiences that will expose them to common individual sports and adventure activities appropriate for children and adolescents.

Class Contact: 2 hour lecture and 1.5 hour tutorial each week

Required Reading: Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching of physical education and health.

Assessment: Project Research/data collection project 30%

AHE3100 ADVANCED EXERCISE PHYSIOLOGY

Locations: Footscray Park,

Pre-requisites: AHE2104 - EXERCISE PHYSIOLOGY

Descriptions: 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 training in metabolic rate, muscle adaptation, muscle
function and associated impact on human health, including major chronic diseases such as diabetes. The unit of study includes measurement and interpretation of the electrocardiogram (12 lead) during exercise. Practical sessions include: measurement of limb blood flow with exercise, metabolism and electrolyte regulation during intense and prolonged exercise; ECG during graded exercise; respiratory control during exercise, regulation of blood pressure and cardiac responses to exercise; and examination of factors influencing muscle fatigue and physiological responses to exercise in extreme environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the acute physiological responses to exercise;
- Understand the interaction between muscle metabolism, the endocrine and cardiorespiratory systems;
- Understand the impact of different environmental conditions on performance;
- Demonstrate an understanding of the whole body and tissue-specific adaptations to exercise training;
- Apply basic practical skills required in an exercise physiology laboratory.

Class Contact: 1.5 hour lecture and 2 hour lab each week

Required Reading: Specific journal articles to be advised by lecturer.

Assessment: Report Laboratory reports 30%

AHE3101 ADVANCED BIOMECHANICS

Locations: Footscray Park, City Flinders, (Biomechanics Laboratory)

Pre-requisites: AHE2134 Sports Biomechanics or equivalent.

Descriptions: This unit of study will include the following: use of advanced methods and analysis equipment that are used in specific areas of biomechanics, such as video/motion analysis and force platforms; biomechanical methodologies, instrumentation and data treatment; conducting biomechanics projects (eg. a video project and a force platform project).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Solve problems using given strategies, and recognise basic ethical issues involved;
- Structure and supervise a group task with peers;
- Synthesise academic material and write comprehensible approximations of given genres with guidance;
- Recognise issues of social and cultural diversity and identify basic strategies relating to these issues in learning activities.

Class Contact: 1.5 hour lecture and 2 hour lab each week

Required Reading: To be advised by lecturer.

Assessment: Other Coursework (video and force platform study) 60%

AHE3111 SPORT AND SOCIAL ANALYSIS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study takes as its major focus the nature of sport, leisure, human movement and sport science in Australia. Analyses derive from poststructuralism, feminism, cultural studies and social history. These approaches are linked by a common concern to adopt a critical perspective in which the inequalities of class, gender, race, ethnicity, disability and age are revealed to be central to any attempt to understand sport. In terms of implementing change, it is argued that these fields represent an arena for struggle as they occupy a contradictory position in Australia. This provides the opportunity to reinterpret and reformulate their positioning, meanings and opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Analyse in writing, their understanding of theory related to globalisation, media, youth sports, and religion in sports;
- Verbally demonstrate their knowledge of subject matter in globalisation, media, youth sports, and religion in sports;
- Demonstrate their cognitive skill competency in at least three of the major sociological topics.

Class Contact: One one-hour lecture and one one-hour laboratory/tutorial.

Required Reading: To be advised by lecturer.

Assessment: Progressive assessment 40%; Final examination 60%.

AHE3112 CAREER AND PROFESSIONAL DEVELOPMENT 3

Locations: Footscray Park,

Pre-requisites: AHE1102 - CAREER AND PROFESSIONAL DEVELOPMENT 1

Descriptions: This unit of study will cover interviews, employment opportunities, legal implications, networking, guest speakers and graduate employment. Students learn to identify their strengths and competencies through their education, work and extracurricular experiences. These are documented according to the guidelines of the Victoria University Career Portfolio. Students are taught how to: develop this portfolio throughout their studies; identify core graduate attributes and other essential professional competencies; and adapt this as a very effective resume for the job of their choice. Students find a suitable 140-hour management/administration career placement using a variety of sources eg. networking, the career placement board, and career development database or guest speakers. Students will complete a 140-hour placement under the supervision of appropriate industry supervisors and a comprehensive business report.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply self-understanding to select a career within the human movement, health, sport, exercise science and rehabilitation industries that matches their interests, competencies and perceived abilities, personality and career values;
- Create a personal, focused skill-based, achievement-orientated resume;
- Broaden their knowledge, experiences and practices in the workplace through a 140-hour placement in a new and unfamiliar area.

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

Locations: Footscray Park,

Pre-requisites: No prerequisites, although completion of AHE2127 Motor Learning would be beneficial.

Descriptions: 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;
automate city; perceptual skill; characteristics of experts: decision-making and tactics; skill maintenance and masters athletes; and other related performance domains for expertise research (e.g. medicine, law).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their understanding of research into sport expertise;
• Identify the typical questions researchers ask, the paradigms that are used and the basic findings across studies;
• Demonstrate their ability to synthesise empirical journal articles and communicate the findings to their peers;
• Demonstrate their ability to select independently a research topic, generate a research question, and undertake an in-depth study on a topic by researching current findings.

Class Contact: 1.5 hour lecture and 1 hour seminar each week

Required Reading: Developing expertise: researchers and coaches put theory into practice, Readings from Farrow, Baker & MacMahon 2008, researchers and coaches put theory into practice, provided readings.

Assessment: Project Project proposal/outline 10%

AHE3121 ATHLETICS

Locations: Footscray Park,
Pre-requisites: Nil

Descriptions: This unit introduces students to the basic theoretical and practical components of athletics. The unit aims to develop a theoretical knowledge of the basic principles of movement and technique, skill acquisition in a range of athletic events, plus the practical knowledge involved in both instruction and management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate their theoretical and/or practical understanding of the basic principles involved in performing athletic events;
• Demonstrate their theoretical and/or practical understanding of skill acquisition in a wide range of track and field skills/events;
• Demonstrate their theoretical and/or practical knowledge of athletic organisation and management;
• Demonstrate coaching skills and techniques necessary for the organisation and administration of athletics programs for a range of clients;
• Demonstrate their theoretical and/or practical knowledge of correct basic running, throwing and jumping techniques when applied to other on-land sports.

Class Contact: 1 hour lecture and 1.5 hour practical each week.

Required Reading: ATFCA Coaching Manual, 2006, Fundamentals of track and field, Carr, GA,

Assessment: Other Practical assessment 30% There is an 80% attendance requirement for this unit.

AHE3124 GROWTH AND DEVELOPMENT

Locations: Footscray Park,
Pre-requisites: Nil

Descriptions: The aims of this unit of study are to: develop students’ knowledge of the physical growth and motor characteristics of humans throughout the lifespan; promote students’ understanding of the genetic and environmental factors that interact to influence physical growth and motor development; and develop an understanding and appreciation of the applications of a knowledge of growth and development in the field of Human Movement.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one one-hour seminar/tutorial.

Required Reading: To be advised by lecturer.

Assessment: Class test(s) 30%; Assignment 30%; Final examination 40%.

AHE3200 PROFESSIONAL ETHICS

Locations: Footscray Park,
Pre-requisites: Nil

Descriptions: The core lecture topic areas include: the nature of, and skills required in, ethical inquiry; postmodernism and its effect on physical education teaching and curricula; the issues of freedom, paternalism and other ethical principles and their effects on the ethics of coaching, fitness instruction, and exercise therapy/rehabilitation and research; the notion of virtue and an understanding of sport and exercise as educative; and the effect of globalisation on sport technology and science. The elective topic areas may include: amateurism/professionalism, sex equality, racism, cheating and fair play, Olympism, drug use and abuse, violence, coaching and children’s rights, and sport and the law.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Know the ethical implications of professional practice in the fields of physical education, sports management, sports science/research and fitness instruction;
• Understand the nature and significance of ethical inquiry in general, and in sport;
• Understand the nature and significance of ‘personhood’ and ‘paternalism’ as they relate to various practices/approaches within the field of sport;
• Know the nature and significance of the relationship between the private individual and the public practice/management of sport;
• Understand the ethical implications of the globalisation of various sports and the role of the media and the marketing profession in producing a global sports practice;
• Critically examine (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials;
• Mount and defend (in oral and written forms) their own well reasoned positions with respect to the issues dealt with in the lectures/seminars;
• Understand and embrace culturally and linguistically diverse communities.

Class Contact: 2hoursoflectureand1.5hoursoftutorialsperweekforone semester.

AHE3280 TEAM SPORTS

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit is designed to develop the students’ knowledge and ability to conduct physical education classes involving team sports and games. This unit adopts a sport education model and Game Sense approach when providing students with an opportunity to plan, implement and evaluate group sessions related to team sports and games. The activities will include invasion games, racquet sports and ball games.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate their understanding of the field of team sports and group games;
- Demonstrate their understanding of the essential theoretical skills to teach team sports;
- Demonstrate their ability to plan, implement and evaluate group sessions using models of Game Sense and Sports Education;
- Demonstrate their ability to coach adults and children in a wide variety of group sports and games;
- Demonstrate their ability to design and modify the game environment for all participants.

Class Contact: 1 hour lecture and 1.5 hour lab each week for one semester.

Required Reading: Sports Education: http://kine.csusb.edu/faculty/Dr.%20Hosung%20KINE472%20WINTER%202005/Sport%20Education%20Model.doc.
Game Sense: http://www.scottishrugby.org/

Assessment: Other Logbook (1000 words) 40%

AHE4580 APPLIED SPORT PSYCHOLOGY

Locations: Footscray Park,
Pre-requisites: AHE1206 Sport Psychology.

Descriptions: This unit introduces students to models used in the application of sport psychology. It familiarises students with a range of assessment and skill training techniques in applied sport psychology. The unit introduces students to basic interviewing and counselling techniques and encourages students to apply these techniques in their chosen sports. Students will discuss their experiences in sport from a psychological perspective.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand what psychology is, the history of psychology, and the fundamentals of the main schools of psychology;
- Understand how psychological phenomena 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;
- Deconstruct the attributes, characteristics and behaviours of successful coaching;
- Understand issues in applied sport psychology, including psychology of coaching, imagery and goal setting.

Class Contact: 1 hour lecture and 1.5 hour tutorial/workshop.

Required Reading: Selected readings will be assigned by the lecturer.

Assessment: Other Newspaper scrapbook 20%
**AHG3100 PHYSIOLOGICAL BASES OF GOLF PERFORMANCE**

**Locations:** Footscray Park,  
**Pre-requisites:** Nil.  
**Descriptions:** This unit of study studies in-depth the physiological responses to exercise, building on the knowledge gained in previous core units of study presented in the Certificate IV and Diploma. The unit focuses on the cardiovascular, respiratory, metabolic, endocrine, neural and muscular responses to acute exercise, including exercise under environmental challenge (eg. cold and heat). This unit provides advanced understanding of the physiological responses to exercise and a thorough knowledge of the physiological adjustments made while playing golf. On completion of the unit, students should be able to: demonstrate physiological systems which are predominant in golf; show how these systems limit the performance in golf; and indicate how training and exercise influence the physiology of golf.

**Credit Points:** 12  
**Learning Outcomes:** On successful completion of this unit, students will be able to:  
- Demonstrate physiological systems which are predominant in golf;  
- Demonstrate how these systems limit the performance in golf;  
- Demonstrate how training and exercise influence the physiology of golf.

**Class Contact:** 1.5 hour lecture and 1 hour tutorial each week


**Assessment:** Participation Participation in laboratories 25% There are three components to the assessment:  
- Attendance and participation 10%. Students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Therefore any inability to attend should be accompanied by a medical certificate or other documentation (eg. a letter from another lecturer).

**AHG3101 APPLIED PSYCHOLOGY OF GOLF**

**Locations:** Footscray Park,  
**Pre-requisites:** Nil.  
**Descriptions:** This unit of study provides students with a grounding in a broad range of fundamental issues in psychology and particularly sport psychology. The lecture and tutorial sessions will introduce students to concepts, theories, measurement techniques, and research in the field of applied sport psychology. The students will learn about the effects of mental processes on sport performance and sport behaviour. A review of the sport psychology literature and material is essential to achieve this purpose. In particular the unit aims to: consolidate student learning of what psychology is, the history of psychology and the fundamentals of the main schools of psychology; help students learn and understand how psychological phenomena influences behaviour in golf and physical activity settings; help students understand how psychology affects performance in golf; help students understand how participation in sport influences the psychological characteristics of the individual; introduce students to applied sport psychology and group processes in sport.

**Credit Points:** 12  
**Learning Outcomes:** On successful completion of this unit, students will be able to:  
- Demonstrate knowledge of individual differences in sport behaviour including the role of personality in sport participation, the distinction between state, trait and interaction personality theories and sport-specific measures of individual differences;  
- Understand the role of motivation in sport participation and performance including: achievement motivation, attribution theory, intrinsic/extrinsic motivation and self-efficacy/self-confidence;  
- Understand the role of arousal in performance, including: competitive anxiety, arousal theories and sports performance, trait and state measures of anxiety and information processing models of attention;  
- Understand the psychosocial aspects of sport psychology (audience effects, aggression, cohesion, leadership).

**Class Contact:** Two hours per week for one semester comprising lectures and tutorials.

**Required Reading:** Norkin, CC & Levangie, PK 1992, Joint structure and function: a comprehensive analysis, 2nd edn, FA Davies, Philadelphia.  
**Assessment:** Short-answer tests (two at 12.5% each) 25%; Mid-semester test/examination (plastic models) 25%; End-of-semester test/examination 50%.

**AHG3103 GOLF PRACTICUM AND TOURNAMENT PREPARATION 1**

**Locations:** Footscray Park,  
**Pre-requisites:** Nil.  
**Descriptions:** 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 Lebrouse 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.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and 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

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study is designed to enable the student to understand the physical and mechanical principles underpinning the biomechanics of human movement with particular emphasis on the golf swing and the development of an understanding of kinematics (movement/motion) and kinetic (force) aspects of biomechanics as it relates to golf.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate 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.

Class Contact: 1.5 hour lecture and 1 hour laboratory each week.

Required Reading: Introduction to sports biomechanics, Bartlett, RM 1997, E and FN Spon, London. Specific readings will also be given for each lecture topic.

Assessment: Examination Mid-semester and final exam 50%.

AHG3201 TECHNOLOGY AND GOLF

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study aims to examine the role of technology in the game of golf. It will examine the new development in topics such as: golf equipment, applications and methods used to analyse performance; computer programs and how training and teaching methods have changed or adapted to new technology. Indicative topics: clubs, materials, shafts shapes, balls, clothing, courses and course design principles (Bunkers greens), computer programs, the internet, history of golf equipment IT and golf and television, and professionalism in golf. This unit of study will be team-taught by experts in various aspects of the topics.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate how technology has influenced the development and subsequent performance of golfers;
• Understand new advances in technology and the application of this knowledge to teaching and their own golf skill;
• Appropriately use technology in golf swing analysis.

Class Contact: 1 hour lecture and 1.5 hour tutorial/workshop each week. The unit will also include field trips to golf courses to see first hand the developments discussed in class (e.g. such things as grass types and course design and layouts.)

Required Reading: Swing like a pro: the breakthrough method of perfecting your golf swing, Mann, R, Griffin, F & Yocom, G 1998, Broadway Books, US. Fundamentals of Hogan, Leadbetter, D 2000, Doubleday, US. Specific readings will also be given for specific topics and will be in closed reserve.

Assessment: Assignment A comprehensive paper documenting a piece of technology and how it has contributed to the development of golf 20%

AHG3202 GOLF PRACTICUM AND TOURNAMENT PREPARATION II

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as: etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc). This unit of study will be taught via both instructional and experiential modes at the Brett LeBroque Golf Academy at Sanctuary Lakes Golf Club. A two-hour block of four days will be devoted to the individual development of technique and skill in both teaching and playing the game of golf. One day a week will be spent in actual game play on various golf courses around Melbourne. At all times students will be under the supervision and professional PGA coaching of the staff from the Brett LeBroque Golf Academy

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students will be able to:

• Use the correct technique in performing all the golf skills;
• Understand golf rules and their applications;
• Apply the skills and techniques for golf practice and tournament preparation;
• Teach the game of golf to their peers;
• Use correct etiquette and professional conduct during play and practise on the golf course.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.


Assessment: A written examination of rules and interpretation (mid-semester and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.
AHG3300 MOTOR LEARNING AND SKILL DEVELOPMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is designed to introduce students to the basic knowledge and skills to understand how humans control movement, how movement skill is acquired and how movement skill develops in golf.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate knowledge of various motor learning and control theories and generalisations;
• Understand how information is used to teach, coach, learn, perform and study sport skills;
• Demonstrate the methods frequently used to study movement skill acquisition and performance;
• Demonstrate that these methods underlie the knowledge and assumptions scientists have about movement skill acquisition and performance;
• Demonstrate the characteristics of the task, instruction/practice and an understanding of how the learner and the environment affect sport skill instruction, learning, acquisition and performance.

Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour laboratory/tutorial.

Required Reading: Magill, RA 2003, Motor learning and control: concepts and applications, 5th edn, McGraw-Hill, Boston. Specific readings will also be given for each lecture topic and will be available on reserve in the library.

Assessment: Contribution to Total Final Grade (TFG); Attendance and participation in workshops (see below) 10%; Laboratory reports (four reports) 20%; Presentation topic 20%; End-of-semester examination 50%. In accordance with Victoria University policy, attendance of less than 85% in labs/tutorials will result in failure of the unit.

AHG3301 EXERCISE PRESCRIPTION AND TRAINING FOR GOLF

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Teach the game of golf to their peers;
• Demonstrate the skills and techniques for golf practice and tournament preparation specifically for golfers;
• Demonstrate a thorough understanding of the golf rules and their applications;
• Demonstrate the ability to assemble and develop teaching resources.

Class Contact: 1.5 hour lecture and 1 hour laboratory each week.


Assessment: There will be three assessment items: End-of-semester exam 45%; Literature quizzes 25%; Periodised training program 30%. A cumulative mark of 50% is required to pass the unit of study.

AHG3302 COMMUNICATION AND TEACHING TECHNIQUES

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will examine current topics in developing the skills of communication, and teaching the physical preparation of golfers for play and practice. Issues to be discussed in seminars will include: report writing, CV presentation, leadership styles, safety issues, and teaching competencies and attributes required by golf professionals in various environments. An essential component of this unit is the development of individual and professional leadership competencies. The experience provides practical leadership skills and will involve the following situations: small group situations, programming, planning and organising.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate competence in teaching lessons to a group of beginning golfers;
• Show confidence in presenting material to peers;
• Demonstrate an ability to speak in public to both large and small groups;
• Demonstrate an ability to assemble and develop teaching resources.

Class Contact: 1.5 hour lecture and 1 hour laboratory each week.


Assessment: Development and presentation of educational resource specific for golf 40%; Oral presentations and demonstrations (3 x 20%) 60%. Presentation Development and presentation of educational resource specific for golf 40%

AHG3303 GOLF PRACTICUM AND TOURNAMENT PREPARATION III

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Through both practical and theoretical learning modes these series of units aim to provide students with an optimal learning environment in which they will develop an excellent knowledge of the game of golf and fully develop their individual golf playing skills. The Golf Practicum and Tournament Preparation series of units will further build on students’ golf techniques and embrace rules and the important aspects of golf course etiquette. Golf course management skills will be developed along with playing and shot-making and selection in and under various playing conditions. Students will experience teaching and critical analysis of golfers at various skill levels as part of their personal development. The special skills required for tournament play will be a major part of this series of units. Students will learn the various forms of play in golf ranging from stroke play, stableford points, par and mixed foursome to Canadian scramble. Golf course management skills will be nurtured and developed in a weekly competitive game to be played on various courses around Melbourne. During on-course play coaches will impart knowledge to the students on such things as etiquette, shot selection and various techniques which have been learned in other aspects of the course (ie mental rehearsal, food intake, stretching etc).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate the correct technique in performing all the golf skills;
• Demonstrate a thorough understanding of the golf rules and their applications;
• Demonstrate the skills and techniques for golf practice and tournament preparation;
• Teach the game of golf to their peers;
• Display correct etiquette and professional conduct during play and practice on the golf course.

Class Contact: Twelve hours per week for one semester comprising four two-hour lectures/tutorials and workshops and one four-hour laboratory practicum.


Assessment: Written examination of rules and interpretation (mid-semester and final (2 x 15%) 30%; Portfolio presentation of golf skills and drills for teaching and practice 30%; Personal skill development assessed by lecturers based on film and practical skills testing over the period of the semester 40%.

AHH0421 HONOURS THESIS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to human movement. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:

• Identify/construct a research problem or issue;
• Review the relevant literature;
• Determine appropriate methods (including ethics) to study the problem;
• Collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques;
• Report and discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice;
• Present the whole process clearly and accurately in a formal thesis, normally between 7000 and 15,000 words.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon thesis proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

Required Reading: To be advised by lecturer.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to the School’s Honours Courses Committee: deferred for resubmission after major revision; fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHH5010 EXERCISE PHYSIOLOGY THEORY AND PRACTICE

Locations: Footscray Park,

Pre-requisites: AHE2104 Exercise Physiology

Descriptions: This unit of study applies students’ knowledge of human physiology to an understanding of the acute and chronic responses to exercise, as well as the physiological bases of exercise performance. The unit examines: the acute effects of exercise on the cardiovascular, respiratory and thermoregulatory systems; the metabolic supply of energy to exercising muscles, both nutritional and biochemical; and neural mechanisms controlling movement and associated exercise responses. Practical sessions will complement topics covered in lectures and will include topics such as: energy metabolism at rest and during exercise; maximal oxygen consumption; cardiovascular and respiratory responses to exercise and indirect measurement of body fat. The unit will include both descriptive and mechanistic approaches to enhance student understanding of exercise physiology principles. This study unit forms the basis for advanced core and elective studies in the Exercise and Sport Science stream. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply both theoretical knowledge and practical skills regarding the acute responses to exercise and performance;
• Understand the acute physiological responses to exercise and exercise performance in normal, healthy populations;
• Apply this knowledge to the physiological measurement of exercise performance.

Class Contact: Three hours per week for one semester comprising two one-hour lectures and one two-hour laboratory class every second week.


Assessment: Final examination (two hours) 40%; Mid-semester examination (one hour) 25%; Laboratory quizzes (5 x quizzes @ 7% each) 35%.

AHH5012 MOTOR CONTROL AND SKILL IN EXERCISE

Locations: Footscray Park,

Pre-requisites: AHH5010 Exercise Physiology Theory and Practice; AHH5014 Biomechanics Theory and Practice.

Descriptions: This unit of study is designed to introduce students to the knowledge bases and skills to understand how humans control movement, and how movement skill is acquired. Students are introduced to: functional neuroanatomy; the neuro-mechanical basis of the control of human movement as it relates to exercise and sport, at the central, spinal and peripheral levels of the nervous system. Students also gain knowledge and understanding of the wide range of factors affecting the process of motor skill learning and motor performance such as practice structure and the development of automaticity in skills. Students will be introduced to theoretical and practical aspects of experimental design and procedures used in motor learning research. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply both theoretical knowledge and practical skills in motor control and skill acquisition;
• Understand how humans control movement, and how movement skill is acquired;
• Use basic observations to assess the control of movement and skill acquisition in normal, healthy populations.
Class Contact: Three hours per week for one semester; two hours lecture/tutorial per week; two hours practical/tutorial (one per fortnight).


Assessment: Lab work 30%; Quizzes and assignments 20%; Final examination 50%.

**AHH5014 BIOMECHANICS THEORY AND PRACTICE**

Locations: City Flinders,

Pre-requisites: Nil.

Descriptions: This unit of study will include: biomechanical concepts and terminology; human motion and techniques to measure motion; forces applied to the human and the various equipments used during sport and exercise analyses; and standard biomechanical analysis techniques. Tutorials and laboratory practicals conducted will complement theoretical knowledge gained during the lectures, and will involve standard equipment used in biomechanics such as video and motion analysis systems, force platforms, etc. Tools used include: WebCT, powerpoint, multimedia, intranet and internet.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand biomechanical concepts, principles and terminology;
- Observe, measure and analyse human motion in normal, healthy populations;
- Apply both theoretical knowledge and practical skills to observe, measure and analyse human motion.

Class Contact: Three hours per week for one semester: One two-hour lecture weekly and one two-hour practical/tutorial session every two weeks.

Required Reading: Specific journal articles and other research-based reference material to be advised.

Assessment: Mid-semester exam/class tests 40%; Final exam 60%.

**AHH5080 BIOMECHANICS OF HUMAN MOVEMENT**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to: develop in students an understanding of the biomechanical basis of fitness and sports performance; familiarise students with the use of biomechanical, laboratory and field techniques for assessing fitness and sports performance. The unit will include the following topics: performance assessment in both fitness and sport by means of 2D and 3D video techniques, EMG, foot pressure sensing. Iso-kinetic dynamometry and force platforms are an integral part of the unit.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Examination 50%; Coursework 50%.

**AHH5081 BIOMECHANICS TESTING AND EVALUATION**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to: promote an understanding of the variety of laboratory and field skills used in the biomechanical assessment of the exercising human; promote the capacity to develop original laboratory and field skills to be used in the assessment of the exercising human. The unit will include the following topics: iso-kinetic dynamometry; electromyography; anthropometric techniques; force platform analysis; videography; and goniometry.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Two hours of practicals per week for one semester.

Required Reading: To be advised by lecturer.

Assessment: Laboratory handbook 40%; Laboratory theory examination 30%; Laboratory practical examination 30%.

**AHH5100 APPLIED PSYCHOLOGY OF SPORT AND EXERCISE**

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to: introduce students to a model of the application of sport psychology; familiarise students with a range of assessment and skill training techniques in applied sport psychology; encourage students to apply these techniques to their chosen sporting contexts; invite students to critically consider the underlying theoretical base and research support for these procedures. The unit will include the following topics: introduction to unit: A model of psychological skills training in sport; initial psychological skills assessment. Goal setting: technical, tactical, physical, psychological. Stress management: stress, anxiety and arousal; arousal and performance. Stress management: anxiety and its measurement. Stress management: cognitive and somatic stress management techniques. Imagery: theory and research on mental practice and imagery. Imagery: measurement, techniques and uses. Self-confidence: theory and research on self-confidence and self-efficacy. Self-confidence: measurement and enhancement techniques. Attention and concentration: theory and research, including attention style. Attention and concentration: measurement and techniques to develop attention capacities. Energisation: theory, research and techniques. Construction of sport specific and individualised psychological skills routines; ongoing review and modification of the program. Issues and problems in applied sport psychology (eg. adherence, crisis intervention, ethics).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand a model relating to the application of sport psychology;
- Understand a range of assessment and skill training techniques in applied sport psychology;
- Apply these techniques to their chosen sporting contexts;
- Critically consider the underlying theoretical base and research support for these procedures.

Class Contact: Two hours of lectures per week for one semester.


Assessment: Essay 50%; Final examination 50%.
AHHS113 RESISTANCE TRAINING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study introduces students to the principles and practices of resistance training. The unit deals with systems of resistance training and exercises for the various body parts. An understanding of muscle actions is fostered throughout the unit. Resistance training for the general population will be covered. Students will be encouraged to critically evaluate past and current practices in the field and to develop their own models of resistance training for general fitness, strength, hypertrophy and muscular endurance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations;
- Understand how systems of resistance training promote general fitness, strength, hypertrophy and muscular endurance;
- Understand the design, implementation and evaluation of resistance training programs in normal, healthy populations, based on kinesiological approaches.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

Required Reading: Nil.

Assessment: Tests 30%; Participation/training diary 20%; Practical examination 25%; Written examination 25%.

AHHS120 NUTRITION AND DIET FOR PERFORMANCE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit aims to: provide students with the theoretical knowledge underlying sound nutritional practices for exercising individuals; and to enable students to give sound advice and guidance to athletes and exercising individuals regarding diet and their performance. The unit of study will include the following topics. The basic diet. Energy for performance: substrate and the anaerobic production of energy; substrate and the aerobic production of energy; energy requirements for activities and sport. The training diet: athlete’s requirements; ideal training diet. Fluids: fluid loss during exercise. Competition diets: endurance activities and sports; short duration events; intermittent exercise; “loading”. Ergogenic aids. Alternative diet approaches: vegetarian; fod diets. Special groups and special needs: children and adolescents; women; veterans; injured athlete’s; heart disease; diabetes. Special problems: food psychology; anorexia; bulimia; other eating disorders; nutritional “fables”.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Design, implement, lead, demonstrate and evaluate resistance training programs in normal, healthy populations;
- Understand how systems of resistance training promote general fitness, strength, hypertrophy and muscular endurance;
- Understand the design, implementation and evaluation of resistance training programs in normal, healthy populations, based on kinesiological approaches.

Class Contact: Three hours per week for one semester comprising one one-hour lecture and one two-hour practical.

Required Reading: Nil.

Assessment: Tests 30%; Participation/training diary 20%; Practical examination 25%; Written examination 25%.

AHHS140 EXERCISE PRESCRIPTION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 cardiovasculary impaired, the aged, the disabled and the child.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the theoretical knowledge and practical skills necessary to the task of prescribing exercise;
- Prescribe theoretically sound exercise programs for a variety of sporting populations and exercising individuals.

Class Contact: Two hours of lectures per week for one semester.


Assessment: Oral test review of anatomy/physiology of exercise 10%; Case studies: child 20%, sub-elite 20%, elite 20%; Final examination 30%.

AHHS160 EXERCISE AND SPORT SCIENCES FIELDWORK

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The aims of this unit of study are to: provide students with the opportunity to apply sport and exercise theory and practice in a practical setting; introduce students to the range of career options within the field; and extend the professional networks of students.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise and sport science programs;
- Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems;
- Identify incorrect execution of exercises;
- Discuss exercise progression with exercise practitioner and client.

Class Contact: Eight hours of seminars in total for one semester in addition to 140 hours of field contact.

Required Reading: To be advised by lecturer.

Assessment: Due to the individual nature of this unit of study assessment is graded on a satisfactory/unsatisfactory basis. All components of assessment must be completed and passed in order to receive a satisfactory grade. Practicum Fieldwork (140 hours minimum) & field supervisor’s evaluation Pass/Fail
AHMS203 PROGRAM ADMINISTRATION AND DELIVERY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will provide students the opportunity to explore the principles of administration theory and apply the principles in the recreation service delivery sector. Emphasis will be placed on the experience of students and will challenge the current practices with alternative models of administration and delivery systems. The unit aims to develop an understanding of administration theory and apply that theory to the practice of delivering recreation services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand programming as a systematic planning process using different models of program development as they apply to recreation and sport services;

• Incorporate the necessary steps in program design within a variety of organisational designs and structures, noting the relationship to the operating philosophy of an agency and its selected means of programming for its clients;

• Identify different recreation/sport programming models and apply these models to current programming practice, and evaluate existing services.

Class Contact: Three hours per week for one semester comprising three-hour seminar and lecture.

Required Reading: Contemporary articles, web materials and excerpts from relevant texts will be identified and explored during class sessions. To be advised by lecturer.

Assessment: Students are required to negotiate a contract between the lecturer and themselves regarding their assessment.

AHP1012 TECHNOLOGY: LIGHTING AND SOUND

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study provides students with a foundation for their ongoing work with sound and lighting technologies in performance. This unit is designed to introduce and develop students’ practical and theoretical understanding of basic sound and lighting technology and its application within a performance context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Grasp the practical foundations of lighting and sound technology;

• Employ safe and productive practices with sound and lighting;

• Apply skills learned in basic recording processes and equipment, sound editing and treatment techniques, basic composition techniques, scores, notation and cue sheets;

• Demonstrate a working knowledge of the variety and complexity of theatrical lighting equipment including lamps, lenses, barn doors, colour filters, special effects, dimmer boards and patch boards; (Students are expected to prepare lighting design, patching, and cue sheets).

Class Contact: Three hours of tutorials/workshops per week.


Assessment: Class Participation 20%; Class presentations (weekly presentations dealing with technical and production problems) 60%; Essays 20%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHF1013 ARCHIVE 1

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study provides students with a solid foundation for the ongoing study and participation in the important theories and concepts of contemporary performance inquiry. It looks at the history of 20th and 21st century performance, including: dance, drama, performance art and related art forms; key concepts in identity theory, the history of writing in relation to theatre and modernity, and the different writing forms that can be explored and deployed in the construction of a performance text. It assumes no prior knowledge of history and theory of Performance Studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an understanding of the theoretical foundations of contemporary critical performance inquiry;

• Recognise 20th and 21st century performance including dance, drama, performance art and other art forms;

• Articulate key concepts in identity theory;

• Reflect and report on the history of writing in relation to performance, theatre and modernity;

• Analyse the many different writing forms that can be explored and deployed in the construction of a performance text.

Class Contact: Three hours comprising: 90-minute lecture and 90-minute tutorial.


Assessment: Progressive assessment (attention to and completion of reading and written tasks within tutorial and seminar classes) 40%; Presentations 30%; Essays 30%. Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHF1202 PERFORMANCE IMPROVISATION 1

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study gives students a practical understanding of productive improvisational performance practices in movement and voice, dance and drama. Students will develop their understanding of working in a place, with themselves, and with others. Moving, seeing, vocalising, speaking, touching and
proxemics will be used as key organising elements in developing improvisational skills in textual, visual and kinetic performance modes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify ethical and productive ways of approaching and interacting with spaces and places, themselves and others in the context of dance, drama and performance;
- Demonstrate the basic performance elements of moving, seeing, vocalising, speaking, touching and proxemics;
- Apply basic skills in improvising alone and with others;
- Utilise an embodied understanding of textual, visual and kinetic performance modes.

Class Contact: This unit of study will comprise five hours of workshops per week for one semester.


Assessment: Progressive assessment (attention to and completion of practical tasks and processes within workshop classes) 50%; Documentation of process 20%; Presentations 30%; Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHP2104 PHILOSOPHICAL PROVOCATIONS

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is an introduction to particular techniques of philosophical inquiry, selected from phenomenological, poststructuralist and/or psychoanalytic thought. Further, it draws connections between these techniques and the development of contemporary dance, theatre and performance, investigating in historical and practical terms, the use of philosophical concepts in the production of art. Students will engage in a range of activities including reading, writing, discussion and the design and execution of performative actions, in making these investigations.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Read, interpret and discuss philosophical texts;
- Write essays which use primary texts in combination with observations from their own experience;
- Demonstrate the relationships between philosophy and the production of art;
- Use concepts to assist in the creation of dance, theatre and/or performance events.

Class Contact: Three hours comprising one 90-minute lecture and one 90-minute tutorial.


Assessment: Class participation 40%; Class presentations 30%; Research papers 30%; Total EWL 3000 words. Students must attend 80% of classes to be considered for a mark.

AHP1203 TECHNOLOGY VIDEO

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is designed to provide students with a practical and theoretical understanding of basic video techniques and processes. The unit will deal with aspects of video production such as: concept, outline, treatment and script; the video camera and lenses; video recording techniques; editing and dubbing. The unit examines these areas from functional and aesthetic viewpoints.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a basic understanding of how video works;
- Effectively operate the Casablanca editing system and complete a VHS dub;
- Effectively operate a mini DV camera and accessories with due care;
- Collaborate in small groups to produce a completed work in video.

Class Contact: Three hours comprising one one-hour lecture and one two-hour tutorial.


Assessment: Progressive assessment 50%; Presentation 30%; Assignment 20%.

AHP0001 ADVANCED QUANTITATIVE RESEARCH METHODS

Locations: Footscray Park, City Flinders, St Albans, (as per student enrolment)

Pre-requisites: AHI2001 Introduction to Research Design and Methods; or equivalent.

Descriptions: 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.
AHR0131 RECREATION ENTREPRENEURSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will cover the following topics: development of small business in Australia; recreation and small business issues; gaining external resources; risk management and legal issues; small business planning; small business management; social business management; and tendering documents.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply small business management principles in a recreation setting;
• Demonstrate an awareness of the community networks and resources available to support small business in recreation;
• Apply basic legal and taxation principles for a small business in recreation;
• Develop a tender document to undertake a recreation-based project.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.


Assessment: Research proposal or critique 50%; Data analysis project 50%.

AHR0134 INCLUSIVE RECREATION STRATEGIES

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study will include: an overview of contemporary inclusive practice; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate an understanding of the value and need for inclusive recreation;
• Demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless;
• Develop, implement and evaluate inclusive recreation activities and experiences;
• Apply key inclusive recreation practices;
• Express personal and professional philosophies for the provision of inclusive recreation.

Class Contact: 2.5 hour seminar each week.

Required Reading: Celebrating inclusion and diversity in leisure, Patterson, I & Taylor, T (eds) 2001, HM Leisure Planning, Williamstown, Victoria.

Assessment: Essay Individual essay/project 30%
Learning Outcomes: On successful completion of this unit, students will be able to:

- Select appropriate equipment for bushwalking (personal and group);
- Apply planning processes to organising bushwalks for clients;
- Demonstrate walking skills in a non-urban environment;
- Demonstrate navigation skills in a non-urban environment;
- Walk in a safe manner;
- Brief clients;
- Maintain physical welfare of the group;
- Establish effective communication;
- Lead a group of walkers safely;
- Select and maintain a temporary campsite using minimal impact practices;
- Complete post-trip responsibilities;
- Use a map and compass;
- Plan a route in trackless areas;
- Navigate in trackless areas.

Class Contact: 3.5 hour weekly seminar.

Required Reading: Bushwalking and mountaineering leadership, Victorian Bushwalking and Mountaineering Leadership Training Advisory Board 2002, Department of Sport and Recreation, Melbourne, Victoria.

Assessment: Practicum 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 bushwalking experience.

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relates to an aspect of their studies. The findings of their research are presented to their peers.

AHR0147 THEORY AND APPLICATION OF SAILING

Locations: Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Recreation Management is taught, currently.

Pre-requisites: AEB0080 Theories of Outdoor Education or AHR1101 Introduction to Recreation or equivalent.

Descriptions: In this unit of study, students will develop a basic knowledge of sailing and gain an appreciation of the use of sailing as a recreational and/or educational activity. Students will gain an understanding of the theoretical and practical requirements of sailing in a range of open water vessels. These understandings will allow students to interpret wind and sea conditions, map reading and navigation. The unit will make students proficient in all basic aspects of sailing dinghies and those required to act as a functional member of a crew on larger sailing vessels. Students will explore the leadership required to skipper a dinghy and consider the teamwork approaches required to safely sail dinghies in open water. Topics covered include: skills and instruction in the use and maintenance of sailing dinghies; maritime law and the application of sailing; modification and selection of appropriate equipment for specific populations; leadership theories and the leadership skills needed to safely captain a sailing vessel; the use of sailing as an educational tool and a recreational pastime; marine conservation and environment issues and minimal impact practices in the aquatic environment; risk management theories and the application of appropriate risk management strategies in the sailing context. NB: This unit of study complies with industry standards and requirements as established by the Victorian Institute of Teaching, National Outdoor Leadership Registration Scheme and the Adventure Activity Standards.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify the effects of groups on cliff environments and how these can be minimised;
- Access the safety of abseiling and top rope climbing procedures;
- Competently tie a range of knots commonly used in abseiling and climbing;
- Competently belay a person abseiling and climbing;
- Competently use and care for a range of equipment used for abseiling and climbing;
- Demonstrate the fundamental skills needed for abseiling and climbing;
- Demonstrate simple lowering systems and use of various techniques to ascend ropes.

Class Contact: 3.5 hour weekly seminar.


Assessment: Practicum Practical skills and field work 50% 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 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.

AHR0144 THEORY AND APPLICATIONS OF ROCK CLIMBING

Locations: Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Recreation Management is taught, currently.

Pre-requisites: AEB0080 Theories of Outdoor Education or AHR1101 Introduction to Recreation or equivalent.

Descriptions: The unit of study will cover: practical and theoretical skills in rock climbing and abseiling; how to develop and implement risk management strategies and plans; industry best practice, the selection of appropriate facilitators and equipment; identification of the effects of groups on cliff environments and exploration of the application of sustainable environmental and minimal impact strategies; planning for inclusive rock climbing experiences; and experiential applications in both educational and recreational settings.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate the wide range of climbing styles that exist;
- Identify some of the educational and recreational outcomes of top rope climbing and abseiling;
- Identify various hazards in cliff environments;
- Manage a group in a cliff environment;
- Appreciate cliff environments;
Recreation Management is taught, currently:

**Pre-requisites:**
- AHR0242  THEORY AND INSTRUCTION OF RIVER CRAFT

**Assessment:**

**Required reading:**
- 

**Class contact:**
- Evaluate the appropriateness of strategies that are being implemented by park
- Acquire basic skills necessary to manage parks and park systems (WIL)
- Understand the major concepts underlying parks and park systems (WIL)
- Understand the ways in which urban, regional and national park systems in Australia evolved to meet the changing demands of society for nature-based leisure opportunities;
- Understand competing demands on a diminishing natural resource base in a climate of environmental and economic accountability;
- Acquire basic skills necessary to manage parks and park systems (WIL)
- Evaluate the appropriateness of strategies that are being implemented by park management (WIL).

**Class Contact:** 3.5 hour weekly seminar


**Assessment:** Practical skills and fieldwork 50%.

**AHRO232 PARK MANAGEMENT**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** 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.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Understand the ways in which urban, regional and national park systems in Australia evolved to meet the changing demands of society for nature-based leisure opportunities;
- Understand the major concepts underlying parks and park systems (WIL);
- Understand competing demands on a diminishing natural resource base in a climate of environmental and economic accountability;
- Acquire basic skills necessary to manage parks and park systems (WIL) and
- Evaluate the appropriateness of strategies that are being implemented by park management (WIL).

**Class Contact:** 2.5 hour weekly seminar.

**Required Reading:** Protected area management: principles and practice, Warboys, G, Lockwood, M & De Lacy, T 2001, Oxford University Press, Melbourne,

**Assessment:** Report Group park analysis: report and presentation, 35%

**AHRO242 THEORY AND INSTRUCTION OF RIVER CRAFT**

**Locations:** Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Recreation Management is taught, currently:

**Pre-requisites:** AEB0080 Theories of Outdoor Education; AHR1101 Introduction to Recreation; or equivalent.

**Descriptions:** This unit of study will cover: practical paddling, rescue and instructional skills in both kayaks and canoes; appropriate leadership and group management theory and strategies for the river environment; biomechanical principles of paddling techniques; selection and maintenance of appropriate equipment; risk management theory and practice to ensure the planning and development of safe paddling trips; understanding hydrological features and “reading” the river; educational use of paddling, social interaction and inclusion; the use of the river experience in a recreational setting; environmental issues such as minimal impact, and environmental sustainability issues concerning the river environment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:
- Understand the theory and purpose of expeditions;
- Demonstrate planning and leadership skills for an expedition;
- Safely implement an appropriate risk management plan for an expedition;
- Complete an expedition of a minimum of 8 days duration;
- Review, reflect and analyse the learning outcomes of the expedition;
- Present a summary of the expedition and its outcomes to their peers.

**Class Contact:** Equivalent to 3.5 hours of seminars weekly, plus an 8 day expedition.

**Required Reading:** Expeditions, Lindblade, A 2001, Hardi Grant Books, Australia,

**Assessment:** Practicum Expedition planning proposal and practical preparation, 20%
AHR0246 THEORY AND APPLICATION OF SKI TOURING

Locations: Footscray Park,

Pre-requisites: AH50141 Bushwalking Leadership.

Descriptions: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity with the first aid requirements for injuries that are likely to occur from skiing.
• Demonstrate familiarisation with the construction of long term and emergency snow shelters;
• Utilise a range of skiing techniques including: snow plough stops and turns, step turns, kick turns, diagonal stride, side stepping and herringbone climbing technique;
• Ensure the safe management of groups and individuals;
• Perform basic safety checks and maintenance on bicycles;
• Utilise the bush environment, environmental issues and sustainability practices related to mountain biking;
• Understand cycling common practice and the low;
• Gain either Cycle On or Bike Ed qualifications.

Class Contact: 2.5 hours seminars each week; Camp-based field work: 60 hours.


Assessment: Practical skills and field work (WIL equivalent) (1500 words) 50%. Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments/presentations (1500 words) 50%. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers. Practicum Practical skills and field work (WIL equivalent) (1500 words) 50% Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience. Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research are presented to their peers.

AHR0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP

Locations: Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Recreation Management is taught, currently: .

Pre-requisites: AE80080 Theories of Outdoor Education; AHR1101 Introduction to Recreation; or equivalent.

Descriptions: This unit of study will cover: skills in cycling both on and off road; the biomechanical principles of cycling and mountain biking; maintenance of bicycles; theory of group dynamics and leadership for specific client groups; basic instructional techniques and skills analysis related to Mountain Biking Rules, Regulations and Industry Requirements for Bicyclists; risk management theory and practice and trip planning; utilisation of mountain biking as a recreational and/or educational experience.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate practical teaching and facilitation strategies in relation to leading groups in a variety of environments;
• Explore the application of leadership and group management theories related to mountain bike leadership;
• Understand risk management theory and practice related to the safe conduct of mountain biking experiences;
• Ensure the safe management of groups and individuals;
• Demonstrate improvement of their cycling skills and experience and a greater understanding of the efficient biomechanics of cycling;
• Appreciate the bush environment, environmental issues and sustainability practices related to mountain biking;
• Perform basic safety checks and maintenance on bicycles;
• Understand common practice and the low;
• Gain either Cycle On or Bike Ed qualifications.

Class Contact: Equivalent to 3.5 hours weekly seminars and cycling day trips.


Assessment: Practicum Practical skills and field work, 50% 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 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

Locations: Melton, Footscray Park, Sunbury, All campuses on which the Bachelor of Recreation Management is taught, currently: .

Pre-requisites: AE80080 Theories of Outdoor Education; AHR1101 Introduction to Recreation; or equivalent.

Descriptions: This unit of study will cover: skills in the selection and facilitation of adventure-based learning activities; specific leadership theories and techniques in adventure-based learning; debriefing, transference and processing theories and skills; the process and theory of providing feedback; conduct of a needs assessment for successful adventure-based program design; techniques in managing group safety during activity participation.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Establish and expand their existing professional networks;
• Participate in work activities that contribute to their bank of professional achievements and will be able to be built into their resumes as evidence of their abilities;
• Demonstrate completion of either 70, 105 or 140 hours of career placement in a sport and recreation host organisation of their choice;
• Write an extensive four-part business report describing the context for the placement, tasks completed, employability skills and core graduate attributes developed as well as evaluating their own performance;
• Provide a written evaluation from their host organisation supervisor.

Class Contact: To be advised.

Required Reading: Career and Professional Development (CPD) website: www.staff.vu.edu.au/hmprpd. Career and Professional Development Writing Guidelines provided at the CPD website.

Assessment: Business report based on the CPD report writing guidelines to be submitted at the end of the career placement elective. This report will determine the grade for this unit. Students must comply with all requirements as set out in the career placement contract and submit a satisfactory evaluation from the host organisation supervisor.

AHR1101 INTRODUCTION TO RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The content for this unit of study will include: the definitions, theories and philosophical concepts related to the leisure and recreation industry; the historical developments of leisure and recreation; the broad spectrum of leisure and recreation experiences in both organised and informal settings; the value of recreation and leisure for the individual and society; the types of agencies that provide recreation and leisure services; the importance of professionalism; the issues and trends related to recreation and leisure in modern society; and an introduction to the field experience program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand selected definitions, theories and philosophical concepts related to leisure and recreation industry;
• Understand the historical developments of leisure and recreation;
• Appreciate the broad spectrum of leisure and recreation experiences in both organised and informal settings;
• Understand and appreciate the values of recreation and leisure for the individual and society;
• Recognise and differentiate between the types of agencies that provide recreation and leisure services;
• Analyse leisure and recreation participation within the community;
• Understand the importance of professionalism in the recreation industry;
• Recognise issues and trends related to recreation and leisure in modern society.

Class Contact: Equivalent to three hours per week.


AHR1105 SOCIETY AND LEISURE

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will provide students with understandings and background in: the nature of sociology; sociological issues and themes and how they influence leisure; role and importance of social institutions in society; social processes; processes of socialisation of the individual; social institutions in today’s society and diverse communities; politics and leisure; role and importance of leisure and work in society; social inequality in society and issues that affect it; and globalisation and popular culture.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Appreciate the diverse range of forces that influence our lives as individuals and members of society;
• Understand how social forces impact on our leisure patterns and lifestyles;
• Explain and evaluate some of the key sociological and leisure concepts and theories;
• Apply the concepts, theories, and ideas introduced in this unit to interpret and critically analyse the interrelationships of society and leisure;
• Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional careers.

Class Contact: Three hours per week including one two-hour lecture and one one-hour tutorial.


Assessment: Individual essay (2000 words) 25%; Final examination 35%; Tutorial abstract presentations 10%; Small group presentation 30%.

AHR1106 RECREATION ACTIVITY LEADERSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Appreciate relevant concepts, theories and application of leadership as they apply to the recreation setting;
• Determine the most appropriate leadership style to apply to different recreation context;
• Demonstrate an extensive repertoire of recreation activities;
• Understand the outcomes and benefits associated with various activities;
• Apply activity-planning techniques;
• Lead activities in a variety of settings for a diverse range of participants;
• Create and modify recreation activities;
• Demonstrate enthusiasm and commitment to activity delivery;
• Evaluate recreation activity leadership.

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.

AHR1201 RECREATION MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: an overview of management theory and practice; the role and functions of the recreation manager; organisation structure and effectiveness; strategic planning/management by objectives; management goals and objectives; policy development and planning; staff, supervision, control, motivation and appraisal in management; performance management, performance review and appraisal; mentoring, staff support processes and practice; financial control, pricing and budgeting; marketing, promotion and public relations; human resource management, including volunteer management; problem solving and decision-making in the management context; stress management and conflict resolution; and quality assurance, best practice, benchmarking and evaluation approaches in management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Apply principles and practice of management in the recreation setting;
• Examine management theories, principles, approaches and techniques adopted in various facets of recreation;
• Specifically focus on key management issues, as they apply to recreation and sport management eg. human resource management, financial controls, programs and services, marketing of human services and management strategies.

Class Contact: Equivalent to three hours per week.


Assessment: Individual essay (2000 words) 25%; Final examination 35%; Tutorial abstract presentations 10%; Small group presentation 30%.

AHR1202 RECREATION PROGRAMMING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: The unit of study will provide students with opportunities to learn about: the overall programming process; recreation programming models; the impacts of current recreation trends/issues; the impact of people’s life stages on likely recreation needs; the specifics of programming including needs assessment, program planning and operational factors, budget and locations; program evaluation and its use in planning; program settings and their effect on the program and creativity in programming; program publicity, promotion and marketing; the pricing of recreation programs and services; and the importance of recreation philosophy in program development.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply the Rossman and Schlatter (2003) Program Development Cycle to recreation programs;
- Write a program plan;
- Conduct a needs assessment;
- Implement, as a member of a team, a recreation program;
- Demonstrate skills in recreation program evaluation.

Class Contact: Equivalent to three hours per week.


Assessment: Program plan (equivalent to 1500 words) 40%; Program activity - group presentation 20%; Unit examination 40%.

AHR1203 COMPUTERS IN RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 word processing (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).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the basic components and processes of computer technology;
- Use computer file management processes to create a functional computing work environment;
- Apply word (MSWord) processing to produce useful recreation documents eg. farm letters, memos, flyers, merged documents;
- Apply spreadsheet programs (MSEXcel) to information storage and manipulation eg. budgets, membership lists;
- Understand the application of database (MSAccess) management programs to store information;
- Apply presentation programs (MSPowerpoint) to develop presentation slides;
- Use computer based communication (emailer, MSFrontpage) systems to distribute and gather information;
- Understand the impact of computer technology on modern life, including recreation.

Class Contact: Equivalent to three hours per week including a weekly two-hour computer laboratory workshop.

Required Reading: Manuals on various computer programs. Lecturer-prepared collection of articles and chapters on the nature of computing and its impact

Assessment: Individual essay (1000 words) 20%; Examinations 30%; Exercises 50%.

AHR1204 DISABILITY AWARENESS AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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, main streaming and normalisation practices; duty of care; and safety issues.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand selected definitions, theories both sociological and psychological related to the disability sector;
- Understand personal and community attitudes towards individuals with a disability;
- Recognise and explore the various types of agencies that provide recreation and leisure services to people with a disability;
- Understand and appreciate the value of recreation and leisure for people with a disability.

Class Contact: One one-hour lecture and one two-hour tutorial.

Required Reading: ASC 2001, Give it a go: including people with disabilities in sport and physical activity, Australian Sports Commission, Belconnen, ACT. A specially prepared booklet on five modules incorporated into the course.

Assessment: Individual essay/report (1500 words) 25%; Quizzes 50%; Disability experience 10%; Work integrated learning 15%.

AHR1205 RECREATION CAREER DEVELOPMENT 1

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 testimonials from recent graduates.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate awareness of all the career opportunities in the recreation and sport industry through powerpoint presentations, guest lecturers including past graduates, field visits and written resources provided during class time;
- Understand the importance of working part-time in the recreation industry while they are a student;
- Demonstrate better self-understanding in order to select a career within the recreation industry that matches their interests, preferred skills and perceived abilities;
• Interpret a position description and apply this information to a focused personal resume for a recreation position;
• Create a personal, focused, skill-based, achievement orientated resume;
• Network effectively to access the hidden job market;
• Establish contacts in the recreation industry;
• Conduct an information interview in order to better understand a recreation job that they are interested in finding more about;
• Apply job hunting skills to obtain a career placement in recreation;
• Write CPD contracts including being able to formulate and write placement learning objectives;
• Demonstrate completion of 70 hours of work experience in the recreation profession;
• Write an extensive four-part business report describing the context for the placement, tasks completed at the workplace, employability and core graduate attributes and skills developed as well as evaluating their own performance in the workplace.

Class Contact: Equivalent to one hour per week on campus using a variety of lectures and workshops and two hours in the field of recreation on placement.


Assessment: Attendance 10%; Successful completion of 70-hour placement that meets all requirements as set out on the placement contract as assessed by the agency supervisor 50%; Completion of a business report based on the placement (1500 words) 40%.

AHR2301 RECREATION SERVICES MARKETING

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will introduce the concepts of marketing as a customer-focused process for the delivery of recreation services. Several models of marketing systems will be reviewed and applied in recreation industry settings. Specific marketing concepts including: marketing information systems, market segmentation and target markets, market mix, market controls and key performance indicators, development of marketing plans, relationship marketing and internet marketing will provide the focus for the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Analyse marketing practices in recreation organisations;
• Present marketing strategies in an applied recreation setting;
• Apply marketing system concepts in the management and delivery of recreation services;
• Understand the process of marketing information systems in a recreation organisation;
• Apply the concepts of market segmentation and target market selection;
• Manage the elements of the marketing mix;
• Understand the development of the marketing plan;
• Apply marketing control and monitoring (evaluation) systems.

Class Contact: Equivalent to three hours per week.

Required Reading: McConville, RE 2002, Improving leisure services through marketing action, Sagamore, Champaign, Illinois.

Assessment: Applied marketing syndicate project (up to 1000 words per person in the syndicate) 35% (this assignment will require a work integrated learning approach (WIL) based at VU Aquatic and Fitness Centre or similar setting); Marketing review of a recreation or community service (2000 words) 40%; Final examination 25%.

AHR2303 OUTDOOR RECREATION

Locations: Melton,

Pre-requisites: Nil.

Descriptions: This unit of study includes: the natural environment, parks and the weather; activities for the outdoors; camping; outdoor clothing and equipment; planning outdoor excursions; safety and legal issues in the outdoors; leading outdoor activities; and managing outdoor programs.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: Equivalent to three hours per week with one one-hour lecture and one two-hour workshop.


Assessment: Small groups detailed plan and post-field trip report (1500 words) 35%; Participant trip journal report for two activities 20%; Individual essay: philosophy and values of outdoor recreation (1500 words) 35%; Single outdoor recreation activity resource guide 10%.

AHR2304 RECREATION EVENT MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study includes: the importance of cultural origins to society; basic principles and processes involved in designing, organising and delivering recreational events; an introduction to human resource management for events; teamwork and group processes that are integral to event delivery; hands-on experience of recreation event delivery from the concept design stage through to the planning, implementation and evaluation stages through industry-based projects at VU Aquatic and Fitness Centre, festivals and Federation Square; the logistics of working as part of a project team and within the context of a larger organisation; the role and importance of recreation events within the overall recreation industry; applying the principles of project management in a syndicate group project; and introduction to legal liability and risk management in relation to events.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Understand the traditional role of diverse service providers in the celebration of special events and ceremonies;
• Understand the importance of site, venue and design in staging events;
• Understand core requirements in the management of successful recreation events;
• Understand the relationship between recreation programming theory and activity based programs and events.

Class Contact: Equivalent to three hours per week with one two-hour lecture and one one-hour tutorial.


Assessment: Individual essay (1500 words) 20%; Examination 25%; Program project 25%; Small group project 30%.
FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

AHR2305 SOCIAL PSYCHOLOGY OF RECREATION
Locations: Melton, Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study includes the following topics: psychological nature of leisure; determinants of leisure; nature of play; development, socialisation and play; leisure motives and motivation; leisure attitudes and values; immediate outcomes of recreation; long term outcomes of recreation; leisure constraints; and leisure boredom.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the use of output from an evaluation project;
- Appreciate the importance of the ethical conduct of research and evaluation of leisure phenomena and services.

Class Contact: Equivalent to three hours per week including two hour workshops.


Assessment: Understanding and skills tested in mid-semester as well as on completion of studies. These include: Examinations 50%; Exercises 50%.

AHR2402 HUMAN RESOURCE MANAGEMENT IN RECREATION
Locations: Melton, Footscray Park,
Pre-requisites: AHR1201 Recreation Management or equivalent.

Descriptions: This unit of study will introduce a holistic approach and relevant concepts to people management, internal (organisation) and external (community) to the delivery of recreation services. A specific focus will be on human resource and volunteer management as it applies to recreation delivery. The unit will include: historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services, with a specific focus on human resource and volunteer management; acquisition of human resources: human resource planning, recruitment, interviewing, screening, selection process and practices, equal opportunity, workplace diversity; motivation of human resources: motivation and job satisfaction and enrichment, matching skills to role performance, stress management, burn out, and discipline; development of human resources: employee and volunteer orientation, induction, training, career and volunteer development, management and organisation development; maintenance of human resources: benefits and services, rights and responsibilities of management, employees, volunteers and the organisation, health and safety, and collective bargaining; development of effective, efficient and relevant human resource and volunteer management policies and strategies, including key result areas and performance management; supportive supervision, facilitation, mentoring and coaching of employees and volunteers in association with realistic management, administration, operational, and budget approaches to incorporate volunteers into the recreation organisation; roles and functions of a manager (co-ordinator) of volunteers; approaches to performance review and exit processes and practices; and evaluation and monitoring of people management within the organisation.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Appreciate the historical, overview, definitions, environment/social/philosophical dimensions of people management in recreation organisation and services;
- Understand contemporary concepts and approaches to managing people in the delivery and management of recreation organisations and services;
- Apply human resource planning and management processes and strategies for effective management of employees and volunteers;
- Appreciate the diverse range of community and recreation settings through which volunteers work;
- Consider strategic management approaches that address the needs and the skills of employees and volunteers to perform their role effectively and efficiently;
- Create a partnership between employees and volunteers to ensure the delivery of positive recreation services within and external to the organisation.

Class Contact: Equivalent to three hours per week.

AHR2403 RECREATION FOR CHILDREN AND YOUTH

Locations: Melton,
Pre-requisites: Nil.

Descriptions: Topics for investigation are as follows: child development and adolescent development; current issues in working with children and young people; program design for children and young people; recreation services available for young people; special communication skills for children and youth; moral and ethical considerations associated with provision of recreation for young people; working with young people with additional needs; inclusive programming models; and observation techniques.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand current issues relating to programming for children and young people;
• Appreciate the value of inclusive programming;
• Identify clear strategies for achieving inclusive programming;
• Understand different program structures that can be employed in working with children and young people;
• Understand the ethical and moral considerations involved in working with children and young people.

Class Contact: Equivalent to three hours per week.


Assessment: Facility visit practical and worksheet 10%; Child observation practical and worksheet 10%; Case study essay (1500 words) 30%; Group paper (3000 words) 40%; Presentation 10%.

AHR2404 RECREATION AND COMMUNITY DEVELOPMENT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study includes: an introduction to community development history and philosophy; an overview of Australian society and the various groups represented; an introduction to collaborative project-based work; strategies used in community development; case studies in community development in the urban sector; regional and rural communities and community development; marginalised and diverse community groups in society; community development and its applicability to the recreation field; case studies of community development models using recreation; community building using recreation, arts and community development; community development and diverse cultural communities; and an understanding of group dynamics and collaboration.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand the theory and philosophy of community development;
• Understand the strategies used in community development projects;
• Appreciate and respect marginalised and diverse groups of people in society;
• Apply the processes of group dynamics and collaboration.

Class Contact: Three hours per week made up of a one one-hour lecture and one two-hour tutorial.


Assessment: Individual essay: profile of a community development (1500 words) 20%; Mid-term exam 20%; Small group project and presentation 35%; Final exam 25%.
AHR3502 RECREATION PLANNING AND POLICY

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will cover the following topics: recreation planning and policy context; recreation planning’s impact on urban, regional, state and National policy and development; goals and objectives; recreation needs assessment, recreation benefits analysis; recreation planning methodology, development of project briefs; community consultation; management plans; policy development; and feasibility studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Develop, analyse and review existing recreation planning projects;
- Understand a range of planning techniques and apply them to a recreation planning and policy context;
- Interpret and explain government policy as it relates to recreation planning.

Class Contact: 2.5 hour seminar each week.


Assessment: Report Written report: Recreation planning project brief (1500 words) 35%

AHR3504 RECREATION FINANCIAL MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will cover the following topics: function of financial management; costs of delivering recreation services; practical budget processes; sources and uses of funds; setting fees and charges; capital project planning; cash flow management; financial statement analysis; and financial control and performance indicators.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Establish recreation budgets for recreation activities and overall programs;
- Understand financial management principles and apply the principles in a recreation setting;
- Generate funds for recreation programs via fees and outside funding sources;
- Understand how financial management is incorporated in the day-to-day operations of a recreation setting;
- Identify key performance indicators that relate to the recreation activities and programs.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.

Required Reading: A Case Study Manual will be available through the Bookshop, Assessment: Other Activity budget 30%

AHR3503 LEISURE AND AGEING

Locations: Melton,

Pre-requisites: Nil.

Descriptions: The content areas to be covered in this unit of study include: sociological, psychological and physiological characteristics of older adults; global demographic trends with particular reference to the social, economic and political implications for the aged population in multicultural Australia; the impact of retirement; individual variations in aspirations, needs, interests and functional abilities; programming models which can be used to plan, develop, implement and evaluate recreation programs for older adults; the role of physical, mental and social activities in the promotion of wellness for older adults; the changing roles and importance of leisure in the life-cycle; and the community resources for the aged at the local, state and national levels.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
- Understand the impact of the shifting demographic trends on the aged population within Australia;
- Understand the diverse needs and interests of this population;
- Understand the leisure constraints and barriers faced by older adults;
- Demonstrate knowledge of resources available to the aged community at the local, state and national level;
- Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged;
- Plan, develop, implement and evaluate recreation opportunities and environments for older adults.

Class Contact: 2.5 hour seminar each week.


Assessment: Assignment Individual written assignment (1500 words) 33%

AHR3601 GRADUATING PROJECT

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: current and emerging issues facing recreation; social and political contexts of the provision of recreation; professionalism in recreation; professional recreation organisations; managing change; continual professional development; continuing professional development (keeping professional journals); the research and development cycle; and professional presentation of research and development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the roles of recreation organisations and associations and their recreating clients in current and emerging social and political contexts;
- Appreciate the functions of professional recreation leaders and managers, the recreation profession and professional recreation associations;
- Consider a set of professional positions based on sound rationales on various challenging social and recreation issues;
- Creatively apply and integrate ideas that will enhance the professional standing of individuals and the recreation industry;
- Maintain a sense of commitment to the development of the recreation profession.

Class Contact: 2.5 hour seminar each week.
AHR3602 RECREATION CAREER DEVELOPMENT 3

Locations: Melton, Footscray Park,

Pre-requisites: Career Development 1 and Career Development 2.

Descriptions: This unit of study is a culminating career-focused unit designed to assist students’ career decision-making and goal-setting for graduate employment. A career map is developed using a range of self-understanding activities, work integrated learning (WIL) experiences, part-time/casual employment experiences and units studied during the course. This map provides students with sufficient information to identify a career goal and design an action plan to reach this goal. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes; and job interviews. Students are encouraged to strategically locate themselves in a workplace that will provide experience, networks and possible employment opportunities aligned to their career goals. Students will develop recreation administration or leadership skills in their supervised placements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate better self-understanding in order to select a career within the recreation industry that matches their interests, competencies and perceived abilities, personality and career values;
- Create a personal, focused, skill-based, achievement orientated resume;
- Make contacts in the recreation industry and conduct information interviews in order to better understand a recreation job they are interested in finding more about;
- Establish ongoing mentoring relationships;
- Develop competencies, achievements and networks by completing a 175-hour placement in the recreation industry.

Class Contact: Equivalent to one hour per week classroom learning and 200 hours in the field on placement.

Required Reading: Recreation Career Development Manual developed by HMRP staff. Recreation Career Placement Report Writing Guidelines developed by HMRP staff.

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.

AHR3604 RECREATION FACILITY MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Develop a feasibility study for the development of a recreation facility or recreation program;
- Assess facility management systems in various settings;
- Design and implement management strategies in a recreation venue;
- Demonstrate insights into contemporary issues regarding the management and maintenance of recreation facilities in Australia.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week.
Required Reading: Daly, J 2001, Recreation and sport planning and design: a guidelines manual, South Australia Office for Recreation and Sport, Adelaide. Recreation and sport planning and design: a guidelines manual, Daly, J 2001, South Australia Office for Recreation and Sport, Adelaide,

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%.

AHR4431 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 qualitative, quantitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 7000 and 15,000 words.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

- Conduct a research project;
- Present a formal written thesis.

Class Contact: The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon research proposal. On the advice of the supervisor, students may be required to undertake coursework studies to acquire or develop the knowledge and skills required to successfully complete the thesis.

Required Reading: To be advised by lecturer.

Assessment: The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the School or the University and will not include the supervisor. This examination will constitute 100% of the assessment. Each examiner will independently recommend one of the following outcomes to her/his assessment of the thesis: a pass (with an appropriate letter grade) without further examination; pass (with an appropriate letter grade) subject to corrections to the satisfaction of the School’s Honours Courses Committee; deferred for resubmission after major revision; or fail. In the event that there is a major disagreement between the examiners, a third examiner will be appointed.

AHS0050 SPORT AND GLOBALISATION

Locations: Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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 IAAA. The professional sport leagues studied will include: the Premier Soccer League in England; the European Champions League; and in America, the NFL, NHL, NWBL, and ML. The sport circuits studied include: Formula 1 Grand Prix; the Motor Cycle Grand Prix; tennis; and track and field. The mega-event cases will focus on rugby and soccer. The unit ends with an examination of the ways in which Australian sport can link into the global sport network, and how these links can assist Australian sport development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate their ability to communicate in verbal form a critical understanding of globalisation and a major international sporting event.
- Demonstrate their ability to communicate in written form, supported by research evidence, a critical understanding of globalisation and a major international sporting event.
- Demonstrate their ability to critique articles related to globalisation issues and sport.

Class Contact: 2.5 hour workshop each week.

AHS0051 MANAGING SPORT FUTURES

Locations: Footscray Park, Sunbury,

Pre-requisites: AHS3112 Sport Venue and Stadium Administration or equivalent.

Descriptions: 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: post feminism, postcolonialism and postmodernism. The implications for sport will be central to the unit. Topics include: sport technologies and design innovation; genetic manipulation; body monitoring; electronic sport; tele-realistic sport; tele-robotics; e-commerce for sport retailing; multimedia; interactivity; digital venues; simulators; the information society; electronic sport; virtual sport; cybersport; virtual fitness; virtual billboards and post-electronic advertising; artificial intelligence; and the challenge of new disabilities. Finally, practices for managing the postmodern scene will be developed for athletes, spectators, coaches and others working and playing in the postmodern sport arena.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate written and verbal understanding of postmodern theories of the person, society, technology and sporting communities and practices;
- Identify management opportunities and perspectives within the postmodern, technologically and environmentally challenged and changing global sports context.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Sport and post-modern times, Rail, G 1998, SUNY, New York,

Assessment: Project A major project, 50%

AHS0052 SPORT TOURS AND TEAM ITINERARY PLANNING

Locations: Footscray Park, Sunbury,

Pre-requisites: AHS3111 Sport Event Administration or equivalent.

Descriptions: This unit of study begins with an analysis of frameworks and classifications for understanding the nature of sport team itinerary planning, and the leading of sport tours. It then details the major supply and demand descriptors. The characteristics of the sport tour and team itinerary experience are described and analysed. The major social, economic, ecological, health and political issues related to team travel and sport tours are submitted for critical analysis. Attention then falls on the Australian scene wherein sport tours and team itinerary planning is placed in historical context. A special focus is put on the role of government in supporting and promoting team travel and sport tours. Management, marketing, planning and policy development strategies and skills are detailed. Case studies will be used throughout. Local cases include: national championships, the Australian Tennis Open, AFL Grand Final, Melbourne Cup, Olympic and Commonwealth Games, World Masters Games and the Melbourne Festival. Overseas cases include: World Championships, Wimbledon Tennis Open, Tour De France, the Gay and Lesbian Games, World University Games, the Superbowl, and selected sport sites of historical significance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students should be able to:

- Understand the increase in sport tourism and the growing attention of industry, government and research in this field;
- Define understand the concepts of sport, tourism and sport tourism;
- Highlight the major segments of sport tourism, including active, event and nostalgia sport tourism, as well as the capacity to provide specific examples of each;
- Understand how interdisciplinary research can advance the understanding of sport tourism as an academic subsequent and an industry sector.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Sport tourism development, Hinch, T & Higham, J 2004, Channel View Publications, Cleveland, Festival and special event management, McDonnell, I 1999, Jacaranda Wiley, Sydney,

Assessment: Project A major project, 60%

AHS0053 BUSINESS TOPICS IN SPORT ADMINISTRATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will cover specific sport management competencies that will enhance the professional skills of students. Topics will be rotated to take into account student interest, current problems facing the sport industry, and emerging skill requirements. Topics will include: statistics packages for sport managers; consumer behaviour in sport; stadium design for sport leagues and mega-sport events; managing sport crowds; and strategies for community sport development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Identify key trends in global sport management;
- Understand the emerging skill requirements in the commercial and community sport sectors;
- Demonstrate new found proficiency in a specific field of sport management;
- Explain how this proficiency can improve the overall effectiveness and efficiency of sport events, facilities, associations and leagues.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field visits: 10 hours.


Assessment: Test Mid-semester quiz on global trends in sport management (200 words) 20%

AHS0054 SPORT GAMING AND GAMBLING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to provide students with a social, cultural, historical and commercial framework within which the development of sport, gaming and gambling in Australian culture may be understood. It begins with an historical overview of sport and gambling and then examines a number of themes and issues such as: the social impact of gambling, electronic gaming and betting; match fixing; and bribery and corruption in sport. Special attention is given to gaming and gambling as they relate to the horse racing industry, Australian Rules football and international cricket. Theories and models of ethnographic research are also discussed, and as part of the unit requirements, students will be expected to undertake a fieldwork/observation project.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Display an understanding of the development of gambling and gaming as a major factor in Australian sport;
- Critically discuss and research (with a particular emphasis on ethnography)
aspects of sport, gaming and gambling in an Australian context (ie. communicate effectively as a professional and a citizen, and be able to locate, evaluate, manage and use information effectively);

- Bring historical knowledge to bear upon the understanding of current issues associated with sport, gaming and gambling from a global perspective (ie. be an effective problem-solver in a range of settings, including professional practice and work, both autonomously and collaboratively as a professional).

**Class Contact:** Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

**Required Reading:** Wann bet? Winners and losers in gambling’s luck myth, Costello, T & Miller, R 2000, Allen and Unwin, St Leonards, New South Wales.

**Assessment:** Project Group tutorial project/presentation (45 minutes; 1000 words), 38%

### AHS0055 COMPARATIVE STUDIES IN SPORT AND PUBLIC POLICY

**Locations:** Footscray Park, Sunbury,

**Pre-requisites:** BLO9211 Sport, Law and the Athlete or equivalent.

**Descriptions:** This unit of study begins with a consideration of the transformation of Australian sport over the last 50 years. A range of theoretical perspectives will be used to analyse these changes. These perspectives involve a neo-Marxist approach, a pluralist approach, and a managerialist approach. The unit will then discuss and explain a number of the turning points in Australian sport policy. Current government policies on sport will be reviewed, and the impact of these policies on sport development will be analysed. Australian sport policy will be contrasted with sport policy in Great Britain, New Zealand, North America and Europe. The unit will end with a detailed discussion of how changes in policy can be used to manufacture/engineer different forms of sport development and sport structures.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Explain how government policy is formulated and implemented within a sport context;
- Identify the benefits that arise from government involvement in sport;
- Explain how different political ideologies influence sport policy;
- Provide a detailed history of Commonwealth Government sport policy;
- Critically review current Commonwealth Government sport policy;
- Compare and contrast Australian sport policy with the sport policy of other countries.

**Class Contact:** 1.5 hour lecture and 1 hour tutorial each week

**Required Reading:** Sport, policy and politics, Houlihan, B 1997, Routledge, London,

**Assessment:** Project Major project (3000-4000 words), 50%

### AHS0071 ADMINISTRATION OF AQUATIC PROGRAMS

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** The overall aim of this unit of study is to give students knowledge and practical expertise in the administration of an aquatic recreation facility. It will also qualify them for the Royal Life Saving Society Pool Lifeguard Award. The practical and theoretical parts of the unit include: water chemistry; Health Department regulations; microbiology and disease in the aquatic environment; and an overview of the operation of pool treatment plants. Overall facility administration, aquatic recreation programming and safety issues in this environment will also be covered. The Pool Lifeguard award covers the major areas of safety and risk management, pool surveillance and life guarding and aquatic emergency care. Students will be given the option of taking out the RLSSA Pool Lifeguard Award if they are holders of the Bronze Medallion. Students will meet the cost of obtaining these awards.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Understand and use knowledge of pool operations, water treatment, aquatic facility administration, aquatic programming, risk management and emergency procedures within an aquatic leisure facility;
- Fulfil professional lifeguard duties including the overseeing of safety and emergency procedures within an aquatic leisure facility.

**Class Contact:** This unit is delivered intensively over one week, usually during the summer school period. Equivalent to 30 contact hours.

**Required Reading:** Lifeguarding: the manual, RLSSA, nd, RLSSA, Australia, RLSSA, nd, RLSSA, nd, RLSSA, Australia.

**Assessment:** Examination Practical (in the water and testing scenarios), examinations (for the Pool Lifeguard Award), 45%

### AHS0072 SPORT AND PUBLIC POLICY

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will introduce students to the Australian government sport policy and the ways in which it impacts on the structure and operation of organisations in the field of sport. It addresses both elite and community sport and takes a global perspective by making international comparisons and linkages.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Understand how government policy is formulated and implemented within a sport and recreation context;
- Identify the benefits that may arise from government involvement in sport;
- Explain how different political ideologies influence sport policy;
- Provide a detailed history of Commonwealth Government sport policy;
- Critically review current Commonwealth Government sport policy, particularly the balance between elite and community sport development;
- Understand the ways in which Commonwealth policies connect with state and local government sport policies;
- Compare and contrast Australian sport policy with the sport policy of other countries.

**Class Contact:** Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

**Required Reading:** Australian sport: better by design, Stewart, B, Nicholson, M, Smith, A & Westerbeek, H 2004, Routledge, London,

**Assessment:** Other Briefing paper on the justification for government support for sport (500 words), 20%

### AHS0113 SOCIAL ISSUES IN SPORT ADMINISTRATION

**Locations:** Footscray Park, Sunbury,

**Pre-requisites:** Nil.

**Descriptions:** 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; off-field violence; crowd violence and riots; injuries and accidents; player welfare and retirement; sexual harassment; body image and gender identity; crime, corruption and match fixing. These issues are considered in the broader social context, and
subsequently linked to appropriate management strategies. The policy implications of these issues are also explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand current issues confronting sport: drugs, on-field violence, crowd violence and riots, injuries and accidents, retirement, sexual harassment, misdemeanours, crime and corruption, environmental impacts, body image and so on;
- Place the above in the broader social (sociological) context;
- Have the capacity to develop specific management strategies, both extra-organisational and intro-organisational to address issues in sport;
- Provide relevant sport policy initiatives.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Good sports: Australian sport and the myth of the fair go, Kell, P 2000, Pluto Press, Sydney,

Assessment: Tutorial Participation Tutorial participation and presentation, 50%

AHS0114 FOOTBALL STUDIES

Locations: Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study adopts a multidisciplinary approach to the study of various codes of football. Particular attention is given to the political, historical, economic and cultural dimensions of the sport at local, national and international levels. The unit also seeks to contextualise the increasing globalisation and commercialisation of football through a cross-code analysis of a number of related themes, namely gender, identity, ethnicity, fandom and community. A number of methodologies for undertaking football-related research are also considered. In this unit of study, special attention is given to the academic skills of reading, writing and research, complementing the instruction provided in other units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the origins, development and diffusion of various football codes;
- Critically discuss and apply various research methods to the various football codes and the football industry in specific Australian contexts (ie. communicate effectively as a professional and citizen and locate, evaluate, manage and use information effectively);
- Bring historical knowledge to bear upon the understanding of current issues and themes associated with the football industry from a global perspective (ie. be an effective problem-solver in a range of settings, including professional practice, and work both autonomously and collaboratively as a professional).

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: Football: the first hundred years, Harvey, A 2005, Routledge, London,

Assessment: Project Group creative project (2000 words), 34%

AHS0131 RECREATION ENTREPRENEURSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study outlines the application of management techniques in a small recreation business environment. The operational issues involved in establishing and starting a small business in recreation are presented. Students will become familiar with community-based resources and networks applicable to small business in recreation. Understanding the processes and application of Australian taxation laws, with particular emphasis upon the GST, is important in the unit. Students will learn how to develop a sound business proposal that sets out a strategic plan and fundamental operational strategies and to prepare and submit tender documents for recreation services.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply small business management principles in a recreation setting;
- Demonstrate an awareness of the community networks and resources available to support small business in recreation;
- Apply basic legal and taxation principles for a small business in recreation;
- Develop a tender document to undertake a recreation-based project.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

Required Reading: A Book of Readings distributed by lecturer.

Assessment: Other Individual small business proposal (1500 words), 40%

AHS0134 INCLUSIVE RECREATION STRATEGIES

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will provide students with an overview of strategies and techniques that can be used to create inclusive recreation opportunities and environments. It will include: an overview of contemporary inclusive practices; recreational needs and interests of diverse populations; barriers and constraints facing recreation participants; and strategies needed to plan, develop, implement and evaluate inclusive recreation opportunities and environments. It will present students with the opportunities to utilise the skills they have acquired in Recreation Activity Leadership and Sport and Recreation Programming. The unit will be a complementary unit to Disability Awareness, Community Development, Ageing and Leisure and Children and Youth Recreation as well as build upon the knowledge, skills and abilities acquired from these units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the value and need for inclusive recreation;
- Demonstrate an understanding of diverse population groups including multicultural groups, individuals with disabilities, older adults, alternative lifestyle groups and the invisible groups in society such as the homeless;
- Develop, implement and evaluate inclusive recreation activities and experiences;
- Apply key inclusive recreation practices;
- Express personal and professional philosophies for the provision of inclusive recreation.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 20 hours.

Required Reading: Celebrating inclusion and diversity in leisure, Patterson, I & Taylor, T (eds) 2001, HAL Leisure Planning, Williamstown, Victoria,

Assessment: Other Quizzes (600 words, 40%)

AHS0141 BUSHWALKING LEADERSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. In this unit students will develop: lightweight camping
skills, planning and logistics, facilitation and leadership skills to participate in and conduct day and extended overnight bushwalks. They will gain sound knowledge of the theories and modes of instruction of bushwalking and an understanding of the physical, mental and social demands of bushwalking and lightweight camping. Caring for, and appreciation of, the bush environment through the utilisation of minimal impact practices and industry-accepted standards will be emphasised.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate the required skills to assist in the successful facilitation of climbing experiences with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.
- Plan, implement and review day and extended overnight bushwalks;
- Effectively manage groups in a range of environments through an understanding and application of leadership and group interaction theories;
- Demonstrate effective minimum impact approaches to bushwalking and the importance of sustainable practices in the bush environment;
- Select appropriate equipment for each bushwalk, and provide appropriate instructional techniques to ensure safe outcomes.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12 x2.5 hours; Camp-based: 200 hours.

Required Reading: Bushwalking and mountaineering leadership, Victorian Bushwalking and Mountaincraft Leadership Training Advisory Board 2002, Department of Sport and Recreation, Melbourne,

Assessment: Practicum Practical skills and fieldwork (WIL) (1500 words), 50%

AHS0144 THEORY AND APPLICATION OF ROCK CLIMBING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will introduce students to the activity of rock climbing covering a brief history of its development and explaining the different styles of climbing that exist today. The unit focuses on the use of rock climbing and abseiling as a recreational activity and educational tool for groups within the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate the theoretical, educational, environmental and recreational outcomes of climbing and abseiling;
- Identify potential hazards in climbing environments and develop risk management strategies to counter these hazards;
- Safely manage groups through an understanding of effective leadership theory and planning practices;
- Examine the implications of Department of Education Safety Guidelines in development of rock climbing and abseiling activities;
- Demonstrate the required skills to assist in the successful facilitation of climbing experiences with the opportunity to satisfy the Artificial Surface Climbing Guide qualification.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12 x2.5 hours; Field trips: 168 hours.

Required Reading: The risk management document: strategies for risk management in outdoor and experiential learning, Dickson, T & Tongwell, M 2000, ORC, Sydney, Effective leadership in adventure programming Priest, S & Gass, M 2005, 2nd edn, Venture Publishing, State College PA,

Assessment: Practicum Practical skills and field work (WIL equivalent) (1500 words), 50%

AHS0145 THEORY AND APPLICATION OF SNORKELLING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Plan, implement and instruct snorkelling experiences for a variety of specific populations including those with an educational focus, eg. primary and secondary school students, corporate groups and those with a recreational focus, eg. community groups and commercial groups;
- Demonstrate appropriate snorkelling and snorkelling instructional skills through an exploration of instructional techniques and theories;
- Appreciate the flora and fauna of the aquatic environment, environmental issues and minimal impact practices required to ensure sustainability;
- Identify risks, and implement effective strategies to manage those risks through an understanding of risk management theory and practice;
- Examine the implications of Department of Education Safety Guidelines in development of snorkelling activities;
- Understand the anatomical and physiological changes to the body while snorkelling and the physical adaptations required to prevent pressure injuries;
- Understand the use of the snorkelling experience for a range of educational and recreational outcomes.

Class Contact: Equivalent to 3.5 hours of lectures/tutorial each week. Camp-based field work.

Required Reading: Required reading will be provided to students prior to the commencement of the unit.

Assessment: Assignment 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.

Practical skills and field work - 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.

AHS0232 PARK MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the ways in which urban, regional and national park systems in Australia evolved to meet the changing demands of society for nature-based leisure opportunities;
- Understand the major concepts underlying parks and park systems;
- Understand competing demands on a diminishing natural resource base in a climate of environmental and economic accountability;
- Better manage parks and park systems;
- Evaluate the appropriateness of strategies that are being implemented by park management.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 5 hours; Field work: 10 hours.

Required Reading: Protected area management: principles and practice, Worboys, G, Lockwood, M & De Lacy, T 2001, Oxford University Press, Melbourne, Victoria, Online resources associated with city, state and national parks in Australia.

Assessment: Presentation Group park analysis: report and presentation (WIL) (1000 words per student), 35%

AHS0242 THEORY AND INSTRUCTION OF RIVER CRAFT

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit aims to impart theoretical, practical and instructional skills in kayaks and open Canadian canoes on still water and down river. Leadership theories, safety and risk management issues (eg, rescue) and procedures for day trips and extended trips with diverse groups will be covered. Students will develop theoretical understandings of river and water flow dynamics and their implication for river travel. As well, they will extend their appreciation of the relationships between rivers and surrounding land, flora and fauna and the need for conservation. The value of river trips in educational and recreational settings will be explored.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the industry context of river craft and have the opportunity to gain their Flat Water Instructor Level 1 and White Water Guide Level 2;
- Understand the safety issues and risk management of aquatic environments through the exploration of risk management theory and practice;
- Apply appropriate planning and facilitation strategies to plan and lead trips on Grade 2 rivers;
- Facilitate and teach specific learning outcomes for diverse groups;
- Appreciate the environmental issues surrounding inland waterways and utilise minimal impact practices to assist in maintaining the sustainability of this environment;
- Appreciate the value of river trips as recreational experiences and educational tools.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12x1.5 hours; Field trips: 140 hours.


Assessment: Practicum Practical skills and field work (WIL equivalent) (1500 words) 50%

AHS0246 THEORY AND APPLICATION OF SKI TOURING

Locations: Melton, Footscray Park,

Pre-requisites: AHS0141 Bushwalking Leadership.

Descriptions: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. This unit will enable students to apply their understandings of winter alpine environments and theories associated with travel, living and safety experientially. They will gain skills in ski touring and snow camping based on biomechanical analysis of techniques and theories of heat loss and retention. Understanding of the unique alpine environment and the sciences of the complex weather and geological patterns that create it will be applied. Minimal impact practices to ensure sustainability will also be a major focus of this unit. As well, students will develop an appreciation of the physical, mental and social demands and benefits of these activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate a theoretical and practical knowledge of alpine environments and the skills required to travel and camp safely in remote locations;
- Demonstrate strategies to manage and lead groups in remote and extreme environments through an exploration of leadership and group management theory;
- Explain experiences of a range of survival techniques and risk management processes for alpine environments;
- Demonstrate the development of cross-country skiing skills towards gaining an Assistant Instructors qualification.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12x1.5 hours; Camp-based field work: 60 hours.


Assessment: Practicum Practical skills and field work (WIL equivalent) (1500 words) 50% Students will be required to demonstrate a range of skills that relate to self and group maintenance in the outdoors and will display a sound understanding of leadership and group management theories as they relate to the adventure programming experience.

Written assignments 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.

AHS0247 THEORY AND PRACTICE OF ACTIVITY BASED COASTAL INTERPRETATION

Locations: Melton, Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is designed to provide students with a thorough and comprehensive understanding of the requirements of facilitating experiential activities in a coastal environment. Students will encounter a range of specific coastal-based activities and through consideration of the theories, experiential nature and application of these activities develop appropriate leadership, planning and facilitating techniques. Students will gain an appreciation of the coastal environment and be able to apply appropriate minimal impact and risk management techniques in their facilitation. Students will also develop an appreciation of the physical, mental and social demands and benefits of these activities.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Plan, implement and instruct coastal experiences for a variety of specific populations, including primary and secondary school students and community groups;
- Demonstrate appropriate instructional skills through an exploration of instructional techniques and theories;
- Appreciate the flora and fauna of the coastal environment, environmental issues and minimal impact practices required to ensure sustainability;
- Identify risks and implement effective strategies to manage these risks, through an understanding of risk management theory and practice;
- Understand the use of the coastal experience for a range of educational and recreational outcomes.

Students will also have the opportunity to gain their Community Surf Lifesaving qualification through undertaking this unit.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12x1.5 hours; Camps and field time: 60 hours.

Required Reading: Students will be supplied with required readings upon commencement of the unit.

Assessment: Practicum Practical skills and fieldwork (WIL equivalent) (1500 words) 50%

AHS0248 THEORY AND APPLICATION OF MOUNTAIN BIKE LEADERSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study complies with industry standards and requirements as established by the Adventure Activity Standards and administered by the Outdoor Recreation Centre. It also provides students with the opportunity to satisfy the Department of Education and Training requirements for Bike Ed and Cycle On qualifications. This unit will develop the students’ ability to safely lead cycling trips of various kinds in a variety of environments. The unit will, after consideration of the mechanical and biomechanical principles of cycling, present students with a range of opportunities to develop their cycling skills both on and off road. They will develop an understanding of relevant cycling rules and regulations (based on state and local laws) and common industry best practice which takes into account environmental issues. Students will be presented with a range of situations through which they will be able to explore safe group leadership, risk management and the facilitation of safe mountain biking trips. The unit focuses on the use of mountain biking as a recreational activity and educational tool for groups within the community.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Employ techniques in managing group safety during activity participation.
- Conduct a needs assessment for successful adventure-based program design;
- Appropriately apply the processes and theories of providing feedback;
- Utilise specific leadership theories and techniques in adventure-based learning;
- Use the process of transference and processing theories and skills;
- Utilise specific leadership theories and techniques in adventure-based learning.

Class Contact: Lectures: 12x 1.5 hour; Tutorial: 12x2 hours; Camps: 90 hours.


Assessment: Practicum Practical skills and fieldwork (WIL equivalent) (1500 words) 50%

AHS0249 THEORY AND PRACTICE OF ADVENTURE PROGRAMMING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study complies with industry standards and requirements as established by the National Outdoor Leadership Registration Scheme and the Adventure Activity Standards. In this unit emphasis will be on developing specific leadership experience with adventure/recreation programs, as well as examining critical leadership and program design elements. Personal leadership skills and styles will be developed. The unit will integrate adventure-based experiential learning theories, models and concepts with the skills of adventure programming and implementation and the safety procedures necessary to lead the activities. Specific areas of the application of adventure therapy will also be considered.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply skills in the selection and facilitation of adventure-based learning activities;
- Utilise specific leadership theories and techniques in adventure-based learning;
- Use the process of transference and processing theories and skills;
- Utilise debriefing, transference and processing theories and skills;
- Appropriately apply the processes and theories of providing feedback.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12x1.5 hours; Field time and camps: 60 hours.

Required Reading: Exploring islands of healing: new perspectives on adventure based counselling, School, J & Maizell, R 2002, Project Adventure, Beverly, MA.

Assessment: Practicum Practical skills and fieldwork (WIL equivalent) (1500 words) 50%

AHS0283 FIELD EXPERIENCE

Locations: Sunbury, Placement

Pre-requisites:

Descriptions: Field experience aims to provide students with the opportunity to place their acquired theory and knowledge into a relevant and practical context through application.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Provide students with valuable practical experience in sport that can be recorded in their resume and discussed during future job interviews;
- Enhance the employability of students in the sports industry through experience gained, and skills developed, during a 105-hour placement;
- Further develop each student’s network of sport industry contacts;
- Reinforce or add to each student’s prior knowledge of online learning and communication techniques.
**AHS0290 DIRECTED STUDY**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will cover a range of areas in the field of recreation, sport or education negotiated by the students and the supervisor. Examples of likely ways in which study may be directed include the following: critical reviews/papers; annotated bibliography; instrumentation design; pilot projects; performance pieces; facility or program development; facility or program critique; policy analysis etc.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Negotiate their topic with an appropriate lecturer/supervisor to develop a formal written contract detailing the scope of their proposal for directed study
- Theoretical outcomes and practical outcomes, will be specified in this contract, the regular contact requirements and the progressive assessment.

**Class Contact:** Regular contact must be negotiated in the contract with the individual student.

**Required Reading:** To be negotiated with supervisor.

**Assessment:** Contracted progressively, submitted and assessed educational exercises (eg. annotated bibliography, review paper(s), program critique, etc) of various weightings 100% (Total Effective Word Limit 3000).

**AHS0441 READING UNIT**

**Locations:** Sunbury,

**Pre-requisites:** 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.

**Descriptions:** The Reading Unit is designed so that students are able to immerse themselves in a body of literature in a specific field related to sport administration. Students develop the requisite skills to review, analyse, synthesise and summarise academic literature.

**Credit Points:** 24

**Learning Outcomes:** To be advised.

**Class Contact:** The Reading Unit research process will be monitored by regular meetings with the supervisor in light of the agreed-upon Reading Unit proposal.

**Required Reading:** To be advised by the supervisor in consultation with the student.

**Assessment:** 5000 word critical review of literature 100%.

**AHS1013 OUTDOOR SAFETY SKILLS**

**Locations:** Melton, Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will examine issues relating to the safe conduct of outdoor education experiences from a range of perspectives. Students will develop their understanding of group management in dynamic environments, documentation, review procedures and the implementation of appropriate safety skills, as applied to a variety of environments and settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Critically analyse the past and future direction of outdoor education;
- Consider by application, the role of adventure in developing human potential and environmental understanding;
- Demonstrate knowledge and skills of lightweight camping;
- Interpret experiences of a range of outdoor education activities.

**Class Contact:** Lectures: 12x 1.5 hours; Tutorials: 12x1 hour; Field time: 48 hours.

**Required Reading:** To be negotiated with supervisor.

**Assessment:** Practicum 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.

**AHS1015 ENVIRONMENTAL INQUIRY**

**Locations:** Footscray Park,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will explore the interdependent relationship between humans and the environment with the focus on education for the environment. The aim is to foster a deeper understanding of the concepts of ecological sustainability and the conservation of natural and urban environments through inquiry and practical application.

**Credit Points:** 12
Learning Outcomes: On successful completion of this unit, students will be able to:
- Further explore, through analysis, their personal relationship with urban and non-urban environments;
- Recognise a range of leadership approaches to crisis management;
- Identify theories of group management and group dynamics within the outdoor environment and developed more confidence in managing group communication, interaction and conflict resolution;
- Recognise a range of leadership approaches to crisis management;
- Apply experiential learning theory;
- Understand how to develop appropriate programs for the diverse needs of the community. Students will further develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. The unit will also touch on the breadth of outdoor recreation activities and opportunities available in today’s society. Students will consider current trends, the development of an outdoor recreation-related philosophy, and how outdoor recreation/adventure tourism can be used in shaping people’s values and attitudes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate satisfactorily, the skills and techniques involved in participating in, and planning, safe, responsible and meaningful outdoor adventure programs;
- Compile appropriate industry-related information to make sound planning decisions;
- Understand, through analysis, the current social, political and environmental trends that influence outdoor recreation planning and adventure tourism decisions;
- Apply appropriate theoretical models to generate suitable outcomes for diverse client groups.

Credit Points: 12

AHS1017 CONTEMPORARY OUTDOOR RECREATION ISSUES AND TRENDS

Locations: Melton, Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study introduces students to outdoor recreation/adventure tourism and the role of outdoor adventure pursuits in meeting the diverse needs of the community. Students will further develop their understanding of the principles of leadership, legal liability, planning and programming, clothing and equipment, and skills development in the outdoor adventure context. The unit will also touch on the breadth of outdoor recreation activities and opportunities available in today’s society. Students will consider current trends, the development of an outdoor recreation-related philosophy, and how outdoor recreation/adventure tourism can be used in shaping people’s values and attitudes.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the theories and purposes of expeditions;
- Demonstrate planning and leadership skills for an expedition;
- Safely implement an appropriate risk management plan for an expedition;
- Complete an expedition of a minimum of eight days duration;
- Review, reflect and analyse the learning outcomes of the expedition;
- Report on an expedition and its outcomes to their peers.
AHS1019 OUTDOOR AND ENVIRONMENTAL PHILOSOPHY

Locations: Footscray Park,

Pre-requisites:

Descriptions: This unit of study aims to challenge students' understanding of their world and to compare western philosophies with a range of other philosophical approaches. Eco-psychology, social ecology and adventure therapy approaches to the outdoors experience will also be discussed. Students will explore the evolution of environmental consciousness, including the consequences of urbanisation. Issues of social justice, gender and accessibility to outdoor education will be explored. This unit of study also aims to encourage students to develop a philosophical understanding of the implementation of outdoor education programs.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand philosophical perspectives relating to outdoor and environmental education;
- Construct a personal and professional commitment and philosophy which reflects values, ethics and morality in relation to experiences in the outdoors;
- Address issues relating to society and the environment in a socially critical manner;
- Understand current ethical issues in outdoor education/recreation;
- Plan and implement practical outdoor programs based on a sound theoretical basis.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12x1.5 hours; Field time: 60 hours.


Assessment: Other Practical skills and field work (1500 words) 50% Practical skills and field work - students will demonstrate a range of skills that relate to self and group maintenance in the outdoors

Written assignments and presentations are developed in conjunction with practical skills and fieldwork. Students will negotiate an area of research and a literature review that relate to an aspect of their studies. The findings of their research will be presented to their peers.

AHS1100 INTRODUCTION TO SPORT AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Introduction to Sport and Recreation is a foundation unit that provides students with knowledge and information that are important for all professionals in the sport and recreation industries. The unit creates the foundation for much of what is covered in other units and applied throughout graduates’ careers. The unit aims to provide students with an understanding of the breadth and depth of the field of sport and recreation. The unit assists students to develop a personal and professional philosophy about sport and recreation service delivery. Students will gain an understanding of the development of sport and recreation in Australia and globally, the structure and role of government in sport and recreation policy, and an understanding of current political issues in the field.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Explain the range of sport and recreation services in Australia and explain how these services fit within the wider political, governmental and community context;
- Understand selected definitions, theories and philosophical concepts related to sport and recreation;
- Understand the role of government and its agencies in influencing the structure and development of sport and recreation in Australia;
- Locate credible references and use this information to write a report about a contemporary sport or recreation issue;
- Undertake a group project to prepare a report that explains how sport and recreation services are delivered to a local community in Victoria.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12x 1 hour; Field work: 25 hours.


Assessment: Report Issues report. Review contemporary sport and recreation literature on a specific topic of interest to the student (1500 words) 35% (This project will require students to incorporate content in an applied geographic setting of their choice (WIL) 1000 words per student.

AHS1101 DISABILITY AWARENESS IN SPORT AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will promote an awareness and understanding of disability and recreation. Students will have the opportunity to explore personal and community attitudes toward, and behaviours dealing with, disabilities. Students will also acquire an understanding of the sociological, psychological and physiological traits of various groups of people with disabilities and the implications these have on the provision of recreation services. It will present students with the opportunity to build on the skills, knowledge and abilities they have acquired in Introduction to Recreation, and Recreation Activity Leadership. The unit will serve as a foundation unit for inclusive recreation strategies and leisure and ageing and will provide students with the ability to enlarge the concepts they are exposed to in units such as Sport and Recreation Programming, Sport and Recreation Planning and Community Development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate sensitivity and concern for diverse populations;
- Understand personal attitudes and behaviours toward diverse populations;
- Understand the sociological, psychological and physiological characteristics of various special groups and how these relate to recreation;
- Understand the value of the provision of recreation for diverse populations;
- Demonstrate knowledge of various settings for the delivery of recreation to diverse populations;
- Identify potential community resources that may be of assistance in working with diverse populations;
- Understand the concepts of inclusion, integration, mainstreaming and normalisation;
- Demonstrate specific recreation skills, abilities and knowledge that may be utilised in working with diverse populations.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12x1.5 hours; Field work: 25 hours.

Required Reading: Prepared Book of Readings

Assessment: Test Quizzes (750 words) 50%
AHS1102 COMPUTERS IN SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study seeks to provide students with understandings and skills in the application of basic computer programs to sport and recreation administration and leadership tasks. The unit will demonstrate to students the benefits of computing to the management of recreation and its impact on society. Students will develop an electronic portfolio of recreation-oriented computer application files that will facilitate the storage, manipulation and presentation of information. Skills acquired in the unit will assist in the study of most units of the course (eg. wordprocessing and slide presentations) but particularly studies of financial and research aspects of sport and recreation through spreadsheet skills.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the basic components and processes of computer technology;
- Use computer file management processes;
- Use wordprocessing to produce documents appropriate to the sport and recreation industry;
- Apply spreadsheet programs to information storage and manipulation problems appropriate to the sport and recreation industry;
- Understand the application of database management programs to store information;
- Apply presentation programs to develop presentation slides;
- Use computer-based communication systems to distribute and gather information;
- Understand the impact of computer technology on modern life including recreation.

Class Contact: Lectures: 12 x 1 hour; Computer laboratory: 12 x 1.5 hours; Field work: 10 hours.

Required Reading: Manuals and help systems of Microsoft Office programs.

Assessment: Other Collection of wordprocessing 25%

AHS1103 RECREATION AND SPORT FOR CHILDREN AND YOUTH

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study provides students with skills that are important for recreation and sport leaders and administrators. For example, students will learn how to use demographic information to target specific age groups for programming. In addition, they will learn about the developmental milestones for each age group and issues that are relevant in regards to programming. Finally, they will examine different approaches to programming and learn how they are beneficial to the various age groups. This unit builds on the ideas that were presented in Introduction to Recreation, Programming in Recreation, Leadership in Recreation and Human Resource Management in Recreation. This unit provides students with skills to develop programs and initiatives that meet the changing needs of young people and the society at large.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand current issues relating to programming for children and young people;
- Appreciate the value of inclusive programming;
- Demonstrate clear strategies for achieving inclusive programming;
- Understand different program structures that can be employed in working with children and young people;
- Understand the ethical and moral considerations involved in working with children and young people.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hour; Field work: 3 hours.

Required Reading: Recreation and youth development, Witt, PA & Caldwell, LL 2005, Venture, State College, PA. PA. Reading Packet available at the bookstore. A selection of tutorial readings and internet searches will also be prescribed.

Assessment: Assignment Child development case study individual assignment (1000 words) 20%

AHS1106 RECREATION ACTIVITY LEADERSHIP

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study will provide students with a basic understanding of the concepts, theories and practice of leadership as it applies to the recreation setting. It will present students with the opportunities to select, create, modify and lead recreation activities and will serve as a foundation for recreation programming. The unit will introduce students to recreation activity leadership. Unit content will include: leadership concepts and theories; activity selection; activity analysis; activity modification; risk management and safety considerations; activity leadership guidelines; cultural, age and gender factors; and introduction to dance, drama, music, low-organised games, social recreation, recreational sport, art and craft, nature and outdoor adventure activities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate relevant concepts, theories and applications of leadership in the recreation setting;
- Determine appropriate leadership styles to apply to different recreation contexts;
- Use an extensive repertoire of recreation activities;
- Understand the outcomes and benefits associated with various activities;
- Apply activity-planning techniques;
- Lead activities in a variety of settings for a diverse range of participants;
- Create and modify recreation activities;
- Demonstrate enthusiastic commitment to activity delivery;
- Evaluate recreation activity leadership.

Class Contact: Lectures: 12 x 2 hours; Workshops: 12 x 1.5 hours; Field work: 20 hours.


Assessment: Presentation Group presentation (500 words) 15%

AHS1107 SPORT, LEISURE AND SOCIETY

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: This unit of study aims to introduce students to the sociology of sport, leisure and Australian society. Key sociological themes and issues will be covered, enabling an understanding of the contemporary social world and how it shapes sport and leisure. Through this knowledge, students will be encouraged to critically examine some of the common assumptions concerning our society, sport and
leisure. The ideas developed in this unit are essential to an understanding of sport and leisure planning, programming, management, leadership and marketing, all of which are fundamental processes utilised in the rest of the course. The theoretical assumptions and empirical knowledge base of these major areas of sport and leisure management draw upon sociological concepts, theories and methods of research.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate the diverse range of social forces that influence our lives as individuals and members of society;
- Understand how social forces impact on sport and leisure patterns and lifestyles;
- Explain and evaluate some of the key sociological and sport and leisure concepts and theories;
- Apply the concepts, theories and ideas introduced in this unit to interpret and critically analyse the inter-relationships of society, sport and leisure;
- Interpret how society and individuals operate so that they will be better equipped to meet the demands of their future professional career;
- Understand and appreciate the socially and culturally diverse Australian community, their sport and leisure services, patterns and needs.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour for one semester.

Required Reading: Sport in society: issues and controversies, Coakley, J 2001, 7th edn, McGraw Hill, Boston, MA, A Book of Readings for Sport, Leisure and Society will be made available to students.

Assessment: Other Tutorial readings (1000 words) 25% Ethnography: an essay about a public space used for sport or leisure based on an observation and relating type of usage (eg. gender, activity type, ethnicity, social status) to time and on explanatory sociological concepts or theories. Autobiographical sociology of sport and leisure involvement: an essay telling the story of the student’s life featuring their sport and leisure involvement focusing on the many social dimensions (eg. family life, schooling, socioeconomic background, gender, ethnicity, race, sexuality) that shape life and life choices.

AHS1114 SPORT FUNDING AND FINANCE

Locations: Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: 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 costs and services tax. Students will be required to examine a number of sport-related case studies.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Use the vocabulary of accounting and finance to make informed judgments about the financial affairs of sport organisations;
- Explain why sound financial management and planning is fundamental to the effective management of sport organisations;
- Explain the difference between financial management and financial planning in a sport context;
- Understand the principles of double entry bookkeeping;
- Explain what a balance sheet does and how it gets constructed;
- Identify the core features of an income and expenditure statement;
- Explain the function of a cash flow statement and what it is used for;
- Measure the profitability of sport organisations;
- Measure the ‘liquidity’ of sport organisations;
- Calculate levels of debt dependency of sport organisations;
- Calculate the wealth and net worth of sport organisations;
- Diagnose the financial health of sport clubs and associations;
- Explain the importance of sound financial planning and budgeting;
- Construct an operating budget for a sport event or project;
- Use break-even analysis to assist the budgeting process;
- Develop strategies for containing costs of sport events and projects;
- Use pricing strategies to broaden the revenue base and attract users, members and fans.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Sport funding and finance, Stewart, N 2006 Elsevier, Boston.

Assessment: Project Financial plan for a sporting organisation, 20%
AHS1116 SPORT ADMINISTRATION FOUNDATIONS 1

Locations: Footscray Park, Sunbury,
Pre-requisites: Nil.

Descriptions: Students will be introduced to the structure of the Australian sport industry, and will examine the major issues faced by contemporary sport managers. This unit will also introduce students to the strategies that can be used to bolster the performance of coaches, support staff, players, teams, members and fans. The concept of professionalism will also be addressed, and will focus on strategy, change, culture and quality. Students will also be required to undertake field observations involving the operation of a sport organisation. They will also be introduced to the Career Development Program.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand the distinction between sport organisations and the sport industry;
- Identify, analyse and discuss the various areas of organisation management in the sport industry;
- Identify, analyse and discuss the sport management environment;
- Identify, analyse and discuss the fundamental principles of sport management;
- Identify, analyse and discuss the future challenges facing sport management organisations;
- Demonstrate understanding of the various areas of organisational management by designing a sport organisation.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week


Assessment: Other Online discussions; Workshop participation; Major project. 100%

AHS1117 SPORT, POLITICS AND SOCIETY

Locations: Footscray Park, Sunbury,
Pre-requisites:

Descriptions: This unit of study provides a thorough examination of the current state of Australian sport from multiple perspectives. Firstly, it presents an historical assessment of the role of government and its agencies in influencing the structure and development of Australian sporting practices. Secondly, the unit examines the relationship between elite and community sport, with particular emphasis on the issue of funding and ‘sport for all’. Lastly, it examines contemporary trends in Australian sport with reference to issues such as technology, media, lobby groups, ethnicity, race, gender, protest and the environment.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Critically discuss, research and write about political aspects of sport in an Australian context.

Class Contact: 1.5 hour lecture and 1 hour tutorial each week

Required Reading: Australian sport: better by design, Stewart, B (et al) 2004, Routledge, London,

Assessment: Tutorial Participation Tutorial participation 20%

AHS1200 SPORT AND RECREATION MANAGEMENT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit aims to provide students with a comprehensive introduction to the principles of management and their practical application to sport and recreation organisations operating at the community, state/provincial and international levels. The unit is divided into three major areas of sport and recreation management: the sport and recreation management environment; sport and recreation management principles; and future sport and recreation management challenges.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Identify the management factors involved in professional sport through to community sport and recreation;
- Demonstrate their understanding of the theoretical concepts of strategic management;
- Describe the key dimensions of an organisational structure;
- Distinguish between leadership and management;
- Identify why culture is important to sport and recreation organisations;
- Understand the characteristics of organisational governance for corporate and non-profit sport and recreation organisations;
- Analyse a number of challenges relating to the future of sport and recreation management.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field Work: 10 hours.


Assessment: Essay Management and leadership (group): critique the importance of leadership plays in a management role (1000 words) 30%

AHS1202 RECREATION PROGRAMMING

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study provides an overview of recreation program planning, development and implementation. It seeks to encourage and support the development of a personal programming philosophy based on an appreciation of the scope of recreation programming and recreation benefits. Recreation programs are one of the key mechanisms for consumers to experience a variety of recreation services. The unit aims to provide students with the knowledge and information to develop, plan, document and deliver recreation programs to different client groups. This unit is an essential first-year unit that sets the framework for recreation professionals to gain the skills to organise and deliver recreation services. The unit builds on the recreation activity skills developed in semester one to organise the activities into a wider framework that becomes a recreation program. This unit will inform students in a variety of other units in the course such as Human Resource in Sport and Recreation, Event Management in Sport and Recreation, Sport and Recreation Services Marketing, and Sport and Recreation Facility Management.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the range of recreation programming concepts that impact on the planning, development and delivery of recreation programs;
- Write a recreation program plan;
- Develop and deliver recreation programs as part of a group to diverse sections of the community.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials and field work: equivalent to 12x 1 hour.

Required Reading: Recreation programming: designing leisure experiences, Rossman, JR & Schletter, B 2008, 4th edn, Sagamore, Champaign, Illinois,
Assessment: Other WIL element based on students’ ability to work with the community organisation. (1200 words) 40%; Program plan (WIL): write a detailed recreation program plan for delivery of a recreation program for a sport or recreation organisation.

AHS1207 SPORT AND RECREATION CAREER DEVELOPMENT 1

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Discuss the many and varied career opportunities and industry sectors in the sport and recreation industry;
• Understand the characteristics of particular sport and recreation jobs and make recommendations of sport or recreation careers that suit their personality;
• Demonstrate familiarity with all aspects of the work integrated learning contract system and complete all contractual arrangements necessary to establish a 70-hour placement;
• Appreciate the value, to their future career, of part-time and casual work experiences in the sport and recreation industry while they are completing their course and gain a recreation/sport industry position before the end of first year;
• Access the hidden sport and recreation job market;
• Prepare an up-to-date skill/achievement-focused resume;
• Undertake sport and recreation work tasks in a supervised environment (based on 70-hour 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.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12x1.5 hours; Field work: 70 hours.

Required Reading: Careers in sport, Symons (et al) 2000, Victoria University Publication, Melbourne.

Assessment: Other Information interview (500 words) 20%.

AHS1218 SPORT ADMINISTRATION FOUNDATIONS 2

Locations: Sunbury,

Pre-requisites: Nil.

Descriptions: This unit of study will cover the following aspects of sport administration: economic and commercial factors that influence the operation of sport; primary and secondary stakeholders in sport; the special nature of sport, and the implications for the marketing and promotion of sport; tools and procedures for monitoring sport organisation performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand and explain the economic foundations of sport;
• Identify and differentiate the markets for sport and the Australian sports market;
• Use sport stakeholder theories to identify and analyse different stakeholder groups of a sport organisation;
• Monitor and measure sport organisation performance;
• Understand sport consumers’ needs, market segmentation, and the use of marketing mix to promote sport services and goods.

Class Contact: 2.5 hours per week using a variety of seminars and online learning activities; 70 hours placement in the field of sport administration.


AHS1221 SPORT CAREER DEVELOPMENT 1

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 practical job interviewing using position descriptions. Students learn to identify their strengths and competencies through their education, work and extra-curricular 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Demonstrate familiarity with the field of career and professional development (CPD);
• Reinforce prior knowledge of online learning and communication techniques;
• Demonstrate oral presentation and evaluation skills;
• Appreciate their practical professional experiences in sport;
• Demonstrate essential skills for a changing workplace.

Class Contact: 2.5 hours per week using a variety of seminars and online learning activities; 70 hours placement in the field of sport administration.

FACULTY OF ARTS, EDUCATION AND HUMAN DEVELOPMENT

Assessment: Participation 10%; Completion of career portfolio 25%; Interview performance 10%; Successful completion of placement that meets all requirements of the placement contract as assessed by the agency supervisor 30%; Completion of the placement report (2000 words maximum) 25%.

AHS2111 SPORT SPONSORSHIP

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to introduce students to a variety of strategies that may be used to broaden the funding base of organisations. Students will be given a sound knowledge of the processes and procedures in sourcing and servicing sponsorships. The unit is divided into three sections: sponsor objectives and benefits, identifying and approaching sponsors and developing and packaging sponsorships; developing a sponsorship proposal, negotiating the sponsorship, the sponsorship agreement and managing the sponsorship; and evaluating the sponsorship and the renewal process. Students will be required to prepare and present a sponsorship proposal.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Apply sponsorship concepts in the management and delivery of sport services;
- Appreciate the process associated with sponsorship packaging;
- Design strategies to understand sponsorship organisations;
- Apply the concepts relating to sponsorship deals;
- Manage the elements of the sponsorship deal;
- Understand the development, implementation and evaluation of a sponsorship plan;
- Apply control and monitoring (evaluation) systems;
- Consider how innovative sponsorship efforts lead to renewing and long-term sponsorship contracts.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester; Field work: 20 hours.

Required Reading: Developing successful sport sponsorship plans, Stotlar, D 2004, Fitness Information Technology, Morgantown, US.

Assessment: Tutorial Participation Tutorial reading and participation 10%; Field work: 20 hours.

AHS2300 EVENT MANAGEMENT IN SPORT AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit has three main aims: to provide students with a hands-on approach to the processes and procedures in designing, planning, staging and evaluating sport and recreational events; to introduce students to a range of events and increase their knowledge and competency base in the field of event management; and to introduce students to the principles and practices of project management and effective teamwork.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate competency in sport and recreation event and project management;
- Know the theories and application of sport and recreation event management, project management and effective teamwork principles;
- Gain knowledge through experience of professionalism in the event management field;
- Apply effective communication, teamwork and relationship building with the main event stakeholders;
- Critically reflect on, evaluate and improve upon individual and team performance during an event management process and write a final report;
- Demonstrate leadership skills, initiative and problem-solving in the sport or recreation event management process;
- Appreciate the theories and professional practices of all stages of the planning, operation and evaluation stages of sport and recreation event management;
- Appreciate the variety of events and the role of diverse service providers as well as the resources available in the event management field.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field work: 20 hours.

Required Reading: Festival and special event management, Allen, J, O Toole, W, Harris, R & McDonell, I 2005, Wiley, Milton, Queensland.

Assessment: Examination Assessment 1: Take home exam (short answer 12-15 questions) (600 words) 20%

AHS2301 SPORT AND RECREATION SERVICES MARKETING

Locations: Footscray Park,

Pre-requisites: Sport and Recreation Management.

Descriptions: This unit of study draws on marketing theory and practice to provide a framework for a customer-focused approach to sport and recreation service delivery. The unit draws on the content of Sport and Recreation Management as a basis for focused development of sport and recreation service delivery. Sport and Recreation Service Marketing provides students with skills and knowledge to deliver sport and recreation services and will also contribute to their Sport and Recreation Facility Management unit. The unit aims to provide students with an understanding of key marketing concepts and a capacity to apply these concepts in the sport and recreation industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Explain the range of marketing concepts and practices that are relevant for different sport and recreation organisations;
- Analyse marketing practices in sport and recreation organisations by locating, evaluating and managing relevant information to write a report that synthesises relevant literature and observed practice;
- Develop and present marketing strategies in applied sport and recreation settings by working in a group, using a range of relevant information to prepare a written report.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.


Assessment: Report Market review (WIL). Students will be expected to work with a sport or recreation organisation of their choice and prepare a report that summarises an 40%

AHS2305 SOCIAL PSYCHOLOGY OF RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: Understanding human interaction, behaviour and decision-making processes is central to leisure, as well as being critical in any group setting, such as you would find in the role of a manager of a work team. This unit provides students with a social science discipline foundation to recreation management. The aim of this
unit is to give students an opportunity to inquire into psychological processes that
underlie leisure behaviours and the effects of leisure on various psychological states
and processes. It is believed that these processes are fundamental to understanding
the nature of leisure and leisure behaviours. As well, the unit will look at the place
of leisure in students’ personal lives. Thus, this unit seeks to apply psychological
concepts and theories to understand human interaction and leisure phenomena. This
unit is an extension of Introduction to Recreation and stands besides Sport, Leisure
and Society. The ideas developed in the unit are essential to an understanding
of leisure planning, management and marketing, all of which are fundamental
processes in all areas of leisure management. Understanding of these areas draws
upon perspectives developed in foundation disciplines including Social Psychology of
Recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Explain the psychological nature (dimensions) of play and leisure and the
  conditions that help and hinder the experiencing of play and leisure;
- Explain progress through the developmental stages of play in childhood and
  leisure during adult life;
- Understand affective psychological processes such as leisure attitudes and
  motives that are believed to underlie various leisure behaviours;
- Understand how leisure experiences lead to psychosocial outcomes (benefits
  and dis-benefits) for people;
- Interpret and evaluate leisure behaviours and their associated beliefs and
  feelings, from psychological perspectives;
- Appreciate the importance of psychological perspectives in understanding and
  interpreting leisure behaviours;
- Advocate the benefits of quality leisure for personal development.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12 x 1 hour.

Required Reading: The social psychology of leisure, Mannell, RC & Kleiber, DA
1997, Venture, State College, PA.

Assessment: Essay Short essays (500 words week 4; 500 words week 8) 20%

AHS2400 HUMAN RESOURCES IN SPORT AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to develop an understanding of people
management as it relates to the delivery of sport and recreation services. Topics to
be covered include but are not limited to: organisational structure and design; role
of the sport/recreation manager; recruitment and selection; staff management
issues. This unit builds on the ideas addressed in Introduction to Sport and Recreation
Administration. The understandings and skills gained in this unit will assist students
in studies in Career Development and Industry Placements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Appreciate the historical overview of definitions;
- Apply environment/social/philosophical dimensions of people management in
  sport and recreation organisations and services;
- Understand contemporary concepts and approaches to managing people in the
delivery and management of sport and recreation organisations and services;
- Apply human resource planning and management processes and strategies for
  effective management of employees and volunteers;
- Appreciate the diverse range of community and sport and recreation settings in
  which volunteers work;
- Address, using strategic management approaches, the needs and skills of
  employees and volunteers to perform their role effectively and efficiently;
- Ensure the delivery of positive sport and recreation services within, and
  external to, the organisation by creating partnerships between employees and
  volunteers.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour; Field work: 10 hours.

Required Reading: Supervision: the theory and practice of first line management,
Cole, K 2001, Prentice Hall, New South Wales; A selection of tutorial readings and
internet searches will also be prescribed.

Assessment: Assignment Human resources comparison paper (individual
assignment) (1200 words) 40%

AHS2404 RECREATION AND COMMUNITY DEVELOPMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit provides students with skills to work with communities in
order to develop programs and initiatives that meet the changing needs of society.
This unit builds on the ideas that were presented in Introduction to Recreation,
Programming in Recreation, Leadership in Recreation and Recreation Management.
Main topics to be covered include but are not limited to: theoretical foundations of
community development; skills required for collaborative-based work; strategies
used in community development; working with and listening to community groups;
funding and research opportunities.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the theory and philosophy of community development;
- Understand the strategies used in community development projects;
- Appreciate and respect marginalised and diverse groups of people in society;
- Apply the processes of group dynamics and collaboration.

Class Contact: Workshops: 12x2.5 hours; Field work: 3 hours.

Required Reading: Developing communities for the future: community development
in Australia, Kenny, S 2007, 3rd edn, Nelson Thomson Learning, South Melbourne,
Victoria,

Assessment: Report Individual progress reports (3 X 10%) (1500 words) 30%

AHS2405 RESEARCH AND EVALUATION IN SPORT AND RECREATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand the nature of sport and recreation research and its application in evaluation of sport and recreation services;
- Select and design basic research methods (quantitative and qualitative) appropriate to particular sport or leisure service research and evaluation problems;
- Analyse numerical and verbal information to reach research and evaluative conclusions;
- Write a research report;
- Understand the use of output from an evaluation project;
- Appreciate the importance of the ethical conduct of research and evaluation of sport and leisure phenomena and services.

Class Contact: Lectures: 12 x 1 hour; Workshops: 12 x 1.5 hours; Field work: 10 hours.


Assessment: Test Mid-semester quiz (50 minutes) (300 words) 25%

### AHS3002 LEGAL ISSUES IN SPORT

**Locations:** Footscray Park, Sunbury,

**Pre-requisites:** Nil.

**Descriptions:** This unit of study will include: Australian legal system: overview of foundations, institutions and legal principles; Corporations Law: the legal structure of sporting organisation and the significance of different business/organisational structures; Contract Law: introduction to contracts, employment contracts, restraint of trade, breach of contract and remedies for breach; Administrative Law: the role of sporting tribunals and athletes’ rights in relation to discipline; Medico-legal issues: discrimination (general, racial, gender, pregnancy), injuries and liability, negligence, transmission of disease and the use of drugs use in sport; the financial obligations of athletes, employers and organisations: negligence, Trade Practices Act, taxation, advertising and sponsorship; intellectual property: copyright, trademarks, passing off, misleading and deceptive conduct; defamation: the protection of athletes’ reputations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate knowledge of Australian law and its legal principles;
- Understand the use of legal jargon and language;
- Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the sports industry (courts visits);
- Understand the role of sports tribunals and athletes rights;
- Understand medico legal issues as they relate to sport;
- Appreciate the importance of legal relations through the law of contract, as well as aspects of dispute prevention and resolution, including litigation as a last resort;
- Understand common law duties of care and their relationship with professional indemnity insurance in the area of accident compensation;
- Appreciate the role of human rights and anti-discrimination law as applied in sport;
- Understand various rights and obligations under criminal and employment laws;
- Identify problems with legal dimensions, and develop viable and preventative risk management strategies (sport or recreation organisation (including local government) legal issues);
- Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of sport;
- Deal with legal practitioners and sources of law.

**Class Contact:** 1.5 hour lecture and 1 hour tutorial each week

**Required Reading:** To be advised by lecturer.

**Assessment:** Test Two class tests 40%

### AHS3111 SPORT EVENT ADMINISTRATION

**Locations:** Footscray Park, Sunbury,

**Pre-requisites:** AHS2111 Sport Sponsorship or equivalent.

**Descriptions:** During the first half of the semester this unit of study will cover all of the essential event theories including: event planning and budgeting; venue audit; event feasibility; sponsorship; marketing and promotion; risk management; human resource management; project management; teamwork; and event evaluation and fixturing for selected sports events. Students will place all of this theory and practice through working in teams and tutorial groups throughout the semester to plan, organise, stage and evaluate an actual event.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Demonstrate hands-on experience and competency development in event and project management;
- Demonstrate knowledge of the theories and application of event and sport event management, project management and effective teamwork principles;
- Demonstrate knowledge and experience of professionalism in the event management field;
- Develop effective communication, team work and relationship building with the main stakeholders of events;
- Critically reflect on, evaluate and improve upon individual and team performance during the event management process;
- Develop leadership skills, initiative and problem-solving in the event management process;
- Appreciate all stages of the planning, operation and evaluation stages of event management;
- Appreciate a variety of events as well as the resources available in the event management field.

**Class Contact:** Equivalent to 1 hour lecture and 1.5 hour tutorial. All theory is taught in flexible mode during the first part of the semester.


**Assessment:** Examination Take home exam 20%

### AHS3112 SPORT VENUE AND STADIUM ADMINISTRATION

**Locations:** Footscray Park, Sunbury,

**Pre-requisites:** AHS2111 Sport Sponsorship or equivalent.

**Descriptions:** The aim of this unit of study is to familiarise students with the administrative functions that support the management and planning of sporting and community facilities, programs and services. Specific attention will be given to: the planning process associated with developing sporting facilities; the role of the administrator in preparing marketing plans; instigating professional work practices in a facility setting; administering short and long term sports and activity programs;
the administration of local, state, national and international sporting competitions. Students will also be given a detailed understanding of stadium design principles that relate to the working environment of staff and the needs of spectators.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of general sport facility planning, designing and evaluation processes;
- Demonstrate knowledge of funding sources for facilities;
- Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities;
- Demonstrate knowledge of risk management and special issues in sport venue and facility management;
- Apply knowledge and skills from other units such as marketing, financial management and human resource management to management of sporting facilities.

Class Contact: 1 hour lecture and 1 hour tutorial each week


Assessment: Report Facility and program evaluation reports 15%

AHS3113 ETHICS AND SOCIAL POLICY IN SPORT

Locations: Footscray Park, Sunbury,

Pre-requisites: Nil.

Descriptions: The two main aims of this unit are: to develop the students’ awareness and ability to analyse the ethical components of the many issues, practices and relationships within the sport industry; and, to develop the students’ understanding of the processes, applications and effectiveness of social policy in sport and how this policy can be ethically informed. Core unit content includes: the nature of ethical inquiry; the nature of professionalism and codes of conduct; business ethics; the nature and application of social policy in sport; human rights; animal rights; equity; social justice and environmental concerns.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Apply ethical thinking/problem-solving, as applied to professional practice;
- Understand policy formulation, implementation, and what makes ‘good’ (ie. effective and ethical) policy;
- Better understand educational and consultative approaches to implementing ethical policy in sport;
- Understand how to recognise and address (in an effective and ethical manner) power and politics as an integral part of the policy process in sporting organisations;
- Understand the nature and significance of the relationship between the private individual and the public practice/management of sport;
- Understand the nature and significance of the relationship between the individual, the social practice and the institution of various sports;
- Examine critically (in oral and written forms) arguments/problems arising out of lecture/seminar/reading materials and student presentations;
- Mount and defend (in oral and written forms) their own well-reasoned positions with respect to the issues dealt with in the lectures/seminars.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.

Required Reading: A reader with all necessary readings for this unit is provided to students.

Assessment: Examination Take home exams: (mid-semester 15%, exam period 25%) (1500 words) 40% Read and answer questions from six online readings of which students must submit four.

Concentrates on ethical and social policy dimensions assigned to a topic using current ethical issues and social policy of an Australian sport organisation(s). Debate 10%. Students to contribute in an informed manner to class debates and activities. Students submit debate mark online (out of 10) as well as lecturer’s (out of 10).

AHS3114 SPORT AND RECREATION FACILITY MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study is designed to provide students with theoretical knowledge and practical experience with the administrative functions that support the management, planning and evaluation of sporting and community venues and facilities. The unit draws on the content in Sport and Recreation Management, Sport and Recreation Service Marketing and Human Resources in Sport and Recreation as a basis to address the issues and problems in Sport and Recreation Facility Management. The skills and knowledge students obtain in this unit will contribute to their sport and recreation career development. The unit aims to provide students with an understanding of key facility management concepts and theories and a capacity to apply these concepts in the sport and recreation facility industry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Understand general sport facility planning, designing and evaluation processes;
- Apply management skills necessary for the successful daily operation, housekeeping, maintenance, security and control of facilities in applied practical situations;
- Analyse facility risk management practice;
- Evaluate facility performance and prepare a written report.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials/WebCT: 12 x 1.5 hour; Field work: 15 hours.


Assessment: Report Field trip review: prepare a report that summarises and critiques facility management practices (WIL) (1000 words) 30%

AHS3213 SPORT CAREER DEVELOPMENT 2

Locations: Footscray Park, Sunbury,

Pre-requisites: AHS1221 Sport Career Development 1.

Descriptions: 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/usal employment experiences and units studied during the course. This map provides students with sufficient information to identify career goals and design an action plan to reach these goals. The unit then provides for students to use job-hunting strategies to establish a work integrated learning placement of their choice. Strategies include: searching newspapers and the internet; networking; writing targeted resumes (based on their portfolios); and job interviews. Each student is encouraged to select and secure their final placement strategically - so that they optimise their placement experience, their networking opportunities and possible employment opportunities. All of these outcomes should be aligned to their career goals. Students will develop generic sports administration skills and augment specific skill areas (ie. marketing, event management, research, sport development, facility management) during their supervised placement.
Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:

• Record valuable practical experience in sport in their resume and discuss during future job interviews;
• Enhance their employability in the sports industry through experience gained, and skills developed, during a 175-hour field placement;
• Improve their network of sport industry contacts;
• Reinforce and add to their prior knowledge of online learning and communication techniques.

Class Contact: Equivalent to one hour per week classroom learning and 200 hours in the field on placement.


Assessment: Section A: completion of all self-understanding activities contained in the My career booklet provided. Career map: summary of career goals and action plan. Section A is worth 20% of overall grade. Section B: contract for work integrated learning placement. Completion of 200 hours of placement; written report on placement (max 2000 words); submission of satisfactory evaluation from work placement supervisor including graded assessment. Section B is worth 60% of overall grade. Section C: completion of career portfolio. Section C is worth 20% of overall grade.

AHS3500 SPORT AND RECREATION FINANCIAL MANAGEMENT

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study gives students grounding in the basics of financial management and planning, and its application to the administration of sport and recreation organisations. The financial management section will focus on the principles of double entry and accrual accounting, and the construction and interpretation of balance sheets, income and expenditure statements, and cash flow statements. Special attention will be given to financial performance, and how financial ratios can be used to diagnose the financial health of sport and recreation organisations. The planning section will focus on the budgeting process, and how budgets can be used to monitor revenue and expenses, and capital spending. This section also examines costing and pricing issues and how they impact on the budgeting process. Class activities will centre on case studies of sport and recreation organisations, and experiential exercises.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Explain why sound financial management and planning is fundamental to the effective management of sport and recreation organisations;
• Understand the principles of accrual accounting and double entry bookkeeping;
• Measure the financial performance of sport and recreation organisations;
• Explain the importance of sound financial planning and budgeting;
• Construct an operating budget for a sport and recreation program;
• Use break-even analysis to assist the budgeting process;
• Apply strategies for containing costs of sport and recreation programs;
• Use pricing strategies to broaden the revenue base for sport and recreation programs.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour for one semester.

Required Reading: Sport funding and finance, Stewart, R 2007, Elsevier, Jordan Hill.

Assessment: Participation In-class quizzes on accounting principles, financial statements, budgeting and costing, and pricing (1000 words) 40%

AHS3502 RECREATION PLANNING AND POLICY

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study examines concepts and steps associated with community recreation planning and policy processes. The unit aims to introduce students to recreation planning and policy and develop the knowledge and skills to effect a number of different strategies and approaches to the development and evaluation of recreation plans and policies. The main skills in the role of recreation planner are taught and the relationships between recreation planning and urban, regional, state and national policies are analysed. The impacts of planning and policy development on facility development, program delivery and community development are analysed. Understandings of planning concepts and techniques, including gathering information and understanding community needs, feasibility studies, policy development, interpretation of existing policies and recognising the political processes associated with policies and planning are developed. This unit complements and further develops material introduced in Society and Leisure, Management, Marketing, Programming and Leadership units.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand policy development and how it applies to leisure;
• Appreciate the values underpinning policies for leisure and the conflicts and pressures faced by decision makers;
• Understand the roles and responsibilities of the three levels of government in relation to planning leisure opportunities and policy development for the community;
• Apply knowledge of the strategic planning process;
• Apply a range of strategies and techniques to the planning of leisure opportunities in a community;
• Appreciate the need for planners to act in a professional and ethical manner towards all stakeholders in the fulfilment of their role and responsibilities.

Class Contact: Lectures: 12x 1 hour; Tutorials: 12x1.5 hours; WebCT: 4x 1 hour; Field work: 10 hours.


Assessment: Presentation Policy analysis presentation (pairs) (Weeks 4 and 5) (500 words) 25%

AHS3503 LEGAL ISSUES IN SPORT AND RECREATION

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study examines selected prominent legal issues affecting the sport and recreation industries in Victoria and Australia-wide. It analyses the relationship between Federal, State and Local government law on a range of topics, including: personal injury (negligence and insurance law); contract and employment issues; land access; management and maintenance; anti-discrimination law and certain criminal offences dealing with sexual assault and child abuse, while providing guidance for students on when to obtain legal representation; and how to identify a potential legal problem.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Understand a range of legal issues, and their consequences, relevant to the professional experience of employees and independent contractors in the field of recreation management;
- Understand terms, institutions, sources, content and practices of law in society as they apply to professional activities in the recreation industry (courts visits);
- Appreciate the importance of legal relations through the law of contract, as well as aspects of dispute prevention and resolution, including litigation as a last resort;
- Understand common law duties of care and their relationship with professional indemnity insurance in the area of accident compensation;
- Appreciate the role of human rights and anti-discrimination law in terms of staff management and access to recreational services;
- Understand various rights and obligations under criminal and employment laws;
- Identify problems with legal dimensions, and to develop viable and preventative risk management strategies (sport or recreation organisations [including local government] legal issues);
- Use analytical procedures to assess the effectiveness of legal regulation, formal dispute resolution and prevention in the field of recreation;
- Deal with legal practitioners and sources of law.

Required Reading:

Online resources associated with Government and law institutions: Australasian Legal Information Institute database (www.austlii.edu.au).

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field work: 10 hours.


Assessment: Test Mid-semester test (500 words) 30%

AHS3505 SPORT RECREATION AND SUSTAINABILITY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study aims to provide students with a comprehensive introduction to the concepts, principles and strategies of environmentally sustainable sport and recreation management in the 21st century. This unit is divided into four major themes: emerging environmental, social, economic and regulatory pressures for sustainable sport and recreation management in the 21st century; sustainability: the broad response to environmental degradation and its historical development; principles and strategies for sustainable sport and recreation management; and climate change: key concepts, implications for sport and recreation management, and principles and strategies for sport or recreation management in a carbon-constrained 21st century.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
- Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged;
- Understand the impact of the shifting demographic trends on the aged population within Australia;
- Understand the diverse needs and interests of this population;
- Understand the leisure constraints and barriers faced by older adults;
- Identify resources available to the aged community at the local, state and national levels;
- Plan, develop, implement and evaluate recreation opportunities and environments for older adults.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field work: 25 hours.


Assessment: Project Individual reminiscing project (WIL) (1000 words) 25%

AHS3506 LEISURE AND AGEING

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will provide students with an overview of leisure and ageing. It will examine the ageing population with particular reference to the demographically shifting context of Australia. It will also focus on: the diverse needs and interests of this population; the barriers and constraints they are facing; and the strategies that are needed to plan, develop, implement, and evaluate recreation opportunities and environments for our older adults. It will also emphasise the changing role and importance of leisure in the life-cycle. It will present students with the opportunities to build on the skills, knowledge, and abilities they have acquired in recreation activity leadership and sport and recreation programming while serving as a complementary unit to inclusive recreation strategies, disability awareness, and community development.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the changing role and importance of leisure in the life-cycle and in the promotion of wellness;
- Demonstrate knowledge of the sociological, psychological and physiological characteristics of the aged;
- Understand the impact of the shifting demographic trends on the aged population within Australia;
- Understand the diverse needs and interests of this population;
- Understand the leisure constraints and barriers faced by older adults;
- Identify resources available to the aged community at the local, state and national levels;
- Plan, develop, implement and evaluate recreation opportunities and environments for older adults.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field work: 25 hours.


Assessment: Project Individual reminiscing project (WIL) (1000 words) 25%
AHS3600 SPORT AND RECREATION CAREER DEVELOPMENT

Locations: Footscray Park, Sunbury.

Pre-requisites: Nil.

Descriptions: This unit of study is designed to facilitate a successful transition from university to employment through further development of job-hunting strategies. Students will follow a career development model that will assist them to manage their own career. The unit seeks to provide students with greater understanding and skills for personal career goal setting and development of career action plans. The unit will also continue to develop practical sport and recreation skills through a substantial work integrated learning placement that is also focused on a career outcome on completion of the unit.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Identify work skills they are motivated to use, and establish their top eight personal career values;
- Describe their personality verbally and in writing;
- Analyse their personality to make a recommendation for their first career, and design a career action plan to achieve their career goals;
- Present a refined personal, focused, skill-based, achievement orientated resume;
- Use a range of career strategies and job-hunting skills to find and establish a five-week or equivalent 175 hour work integrated learning placement;
- Negotiate and establish a work contract with a host organisation;
- Establish competencies, achievements and networks by completing a 175-hour placement in the sport and recreation industry;
- Write a comprehensive business report based on the 175-hour placement.

Class Contact: Workshops: 12 hours; Field work: 175 hours.

Required Reading: Montrose H, Leibowitz, Z & Shinkman, C 1995, Real people real jobs, Davies Black, Los Angeles, California.

Assessment: Completed workbook activities (1000 words) 30%; Interview technique (03) 20%; Report on CPD placement (WIL) (5000 words) 50%.

AHS4031 HONOURS THESIS (FULL-TIME)

Locations: Footscray Park, Sunbury.

Pre-requisites: 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.

Descriptions: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students will be able to:
- Conduct a research project;
- Present a formal written thesis;
- Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area;
- Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.

AHS4032 HONOURS THESIS (PART-TIME)

Locations: Footscray Park, Sunbury.

Pre-requisites: 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.

Descriptions: The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project related to sport administration. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline’s body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. More specifically the student should be able to: identify/construct a research problem or issue; review the relevant literature; determine appropriate methods (including ethics) to study the problem; collect and analyse data, using suitable quantitative, qualitative or other appropriate methods and techniques; report the results, discuss the results in the context of the review of literature, draw conclusions, evaluate the process undertaken and make recommendations for future research and for practice; and present the whole process clearly and accurately in a formal thesis normally between 10,000 and 20,000 words.

Credit Points: 24

Learning Outcomes: On successful completion of this unit, students will be able to:
- Conduct a research project;
- Present a formal written thesis;
- Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area;
- Demonstrate the academic rigour to design, carry out and evaluate a sports administration related research project.
AHS7045 SPORT AND THE MEDIA

Locations: Sunbury,
Pre-requisites: Nil.
Descriptions: In this unit of study students will gain an understanding of how the media operates within Australian society generally and within sporting contexts specifically. In particular, it examines the way in which the media impacts on sporting clubs, leagues and associations. This unit also provides students with the requisite practical skills to ensure successful media management. The underlying theme of this unit is that sport and the media are engaged in a mutually interdependent relationship, in which each benefit from contact with the other.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate critical awareness of how the media operates within Australian society generally and within sporting contexts specifically;
- Produce a professional media release;
- Organise and manage a media conference;
- Research, construct and manage a radio program, internet site, community television program, newspaper article and media kit;
- Assess how different sports can position themselves in order to attract publicity and exposure.

Class Contact: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour.
Required Reading: Sport and the media: managing the nexus, Nicholson, M 2007, Elsevier, London,
Assessment: Other Self-assessment (using a carefully designed template which involves short answers and box ticking) (300 words 20% Students are taken through a rigorous self-assessment process to maximise their class participation and learning outcomes;
In this project students produce media products and reports that are directly applicable to the sports industry.

AHS7055 CONTEMPORARY ISSUES IN SPORT ADMINISTRATION

Locations: Footscray Park,
Pre-requisites: Nil.
Descriptions: 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.

AHS7056 PLAYER MANAGEMENT IN SPORT

Locations: Footscray Park, City Flinders, Sunbury,
Pre-requisites: Nil.
Descriptions: This unit of study develops students’ understanding of the fundamentals of effective player management, and how it impacts on player development and welfare. This will be done through a study of the relationship between players, coaches and officials, and the strategies that management use to control the behaviour and conditions of players.
Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the organisation and operation of contemporary sport;
- Identify the key cultural and commercial forces operating in contemporary sport;
- Diagnose the operation and performance of a sport organisation, event or league;
- Understand how the structure and organisation of sport impacts upon its operation;
- Understand how the culture of a sport impacts upon its operation.

Class Contact: Lectures: 12x1.5 hours; Tutorials: 12x 1 hour; Field work: 10 hours.
Assessment: Other Mid-semester quiz on rights and responsibilities of players in professional sports (200 words) 20%
learning activities, culminating in the completion of a major research project. This unit of study builds upon earlier topics and skills acquired in the sport and recreation management course. It also addresses the ways in which research can be used to solve problems and provide the catalyst for change at both the policy and planning levels in sport and recreation.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Explain the nature and purpose of scholarly research;
- Locate and review examples of sport-related research;
- Identify and articulate a research problem in the field of sport;
- Discuss different ways of tackling research problems;
- Design a research project;
- Review literature relevant to a research problem;
- Design a methodology for completing the research;
- Collect data using a variety of techniques;
- Compile and analyse the research data;
- Write a research report.

Class Contact: Seminar: 12x2.5 hours for one semester.


Assessment: Literature Review Review of the literature on a specific research topic (500 words) 25%

AHT3100 PHYSIOLOGICAL BASES OF TENNIS PERFORMANCE

Locations: Footscray Park,

Pre-requisites: Foundations of Sports Science; Nutrition (SRSC0A014A).

Descriptions: The content of this unit of study will cover: physiological demands of tennis; energy systems predominately used in tennis; neuromuscular systems and their role in strength, power, flexibility and endurance; testing protocols for the tennis player; current training methodologies for tennis; environmental issues and thermoregulation in tennis players.

Credit Points: 12

Learning Outcomes: On the successful completion of this unit, students will be able to:
- Demonstrate knowledge of the physiological systems which are predominant in tennis;
- Demonstrate knowledge of how these systems may limit the performance in tennis;
- Demonstrate principles and methods of training which influence the physiology of tennis.

Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester.

Required Reading: Physiology of sport and exercise, Wilmore, JH & Costill, DL 2004, 3rd edn, Human Kinetics, Champaign, Illinois,

Assessment: Report Practical reports 30% There are three components to the assessment:
- A cumulative mark of 50% is required to pass the unit. Practical: students must attend at least 85% of all practicals to pass this unit. Attendance of less than 85% will result in failure of the unit. Submissions of three laboratory written reports are required. These reports will be assessed and will comprise 30% of the unit mark.
- Exams: the final exam, worth 55% of the total mark, will be undertaken during the end-of-semester examination period. The final examination will be two hours in duration comprising both multiple choice and short answer questions and will cover all aspects of the unit, including lecture and laboratory material. Problem-based assignment: the problem-based hypothetical assignment, worth 15%, will be distributed in Week 7 to apply concepts learnt in lectures and laboratories during the previous weeks.

AHT3101 APPLIED PSYCHOLOGY OF TENNIS

Locations: Footscray Park,

Pre-requisites: Sports Psychology (SRSC0A013A).

Descriptions: The content of this unit of study will cover: science of sports psychology; characteristics of successful tennis players; anxiety and arousal; the counselling coach; female athlete; special considerations: training, returning from injury, retirement.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate individual differences in tennis athlete behaviour including the role of personality in sport participation, the distinction between state, trait and interaction personality theories; and sport specific measures of individual differences;
- Demonstrate the role of motivation in participation and performance including achievement motivation; attribution theory; intrinsic/extrinsic motivation; self-efficacy/self-confidence;
- Demonstrate the role of arousal in performance; competitive anxiety; arousal theories and sports performance; trait and state measures of anxiety; and information processing models of attention;
- The psycho-social aspects of sport psychology (effect of tennis spectators, aggression, cohesion, leadership).
AHT3102 KINESIOLOGY OF TENNIS

Locations: Footscray Park,
Pre-requisites: SRFFITO08A - UTILISE A BROAD KNOWLEDGE OF EXERCISE SCIENCE IN EXERCISE PLANNING, PROGRAMMING AND INSTRUCTION
Descriptions: The content of this unit of study will cover: force-motion relationships; movement analysis in tennis; upper extremities involved in tennis; lower extremities involved in tennis; adaptability of the motor system; and technique in tennis.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Understand the internal and external forces acting on the body;
• Understand the biomechanics of joint motion;
• Understand the implications of joint structure and function to ‘good’ technique.
Class Contact: Two hours per week for one semester comprising one one-hour lecture and one one-hour tutorial.
Required Reading: Elliott, B, Reid, M & Crespo, M (eds) 2003, Biomechanics of advanced tennis, International Tennis Federation, London
Assessment: Short-answer tests (2 X 12.5%) 25%; Mid-semester test/examination (1 hour) 25%; End-of-semester test/examination (1 hour) 50%.

AHT3103 PERFORMANCE STUDIES (TENNIS)

Locations: Footscray Park,
Pre-requisites: Tennis Practicum (Diploma Sport and Recreation [Tennis]).
Descriptions: The content of this unit of study will cover observation and supervised assistance of established coaches working with junior players, advanced tennis skills and tactics for the junior player.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate skills and playability of International Tennis Number (ITN) 5;
• Demonstrate the process of coaching at junior and novice levels;
• Show confidence and proficiency as assistant coaches in a junior development environment.
Class Contact: Six hours per week for one semester comprising three two-hour sessions per week.
Required Reading: Nil.
Assessment: Completion of International Tennis Number (ITN) competency assessment at the beginning and end of semester, and a report detailing areas of personal improvement required and achieved 25%; Log book of coaching received from Kooyong International Tennis Club (KITC) coach 25%; Report of general observation of KITC coach during on-court sessions 50%.

AHT3200 TENNIS BIOMECHANICS

Locations: Footscray Park,
Descriptions: The content of this unit of study will cover: biomechanics of on-court movement; analysis of advanced stroke production; loading and stroke production; biomechanical performance models in tennis; development of racket head speed; linear and angular momentum in stroke production; and muscle activity in stroke production.
Credit Points: 12
Learning Outcomes: On successful completion of this unit, students will be able to:
• Demonstrate a detailed biomechanical analysis of tennis techniques;
• Apply biomechanical principles to problems related to tennis skills (hitting) and tennis performance (movement).
Class Contact: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester.
Required Reading: Biomechanics of advanced tennis, Elliott, B, Reid, M & Crespo, M (eds) 2003, International Tennis Federation, London
Assessment: Examination Mid-semester exam (1 hour) 20%
- Demonstrate knowledge of new advances in technology and apply this knowledge to teaching tennis;
- Appropriately use technology in tennis stroke analysis.

**Class Contact**: Two hours per week for one semester comprising lectures and/or workshop. This unit may also include field trips to tennis clubs and tennis retail outlets to see first hand the developments discussed in class (eg. court surfaces, stringing machines).

**Required Reading**: To be advised by lecturer.

**Assessment**: Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40% each) 80%.

---

**AHT3203 PERFORMANCE STUDIES (TENNIS) II**

**Locations**: Footscray Park,

**Pre-requisites**: AHT3103 Performance Studies (Tennis).

**Descriptions**: The content of this unit of study will cover assisting established coaches working with junior players and playing against high performance junior players.

**Credit Points**: 12

**Learning Outcomes**: On successful completion of this unit, students will be able to:
- Demonstrate skills and playability of International Tennis Number (ITN) 5 or better;
- Demonstrate the process of coaching at junior competition and intermediate adult levels;
- Show confidence and proficiency as assistant coaches in a junior squad environment.

**Class Contact**: Six hours per week for one semester comprising three two-hour sessions of participation.

**Required Reading**: To be advised by lecturer.

**Assessment**: Report documenting a piece of technology and how it has contributed to the development of tennis (1500 words) 20%; Mid-semester and final written examinations (2 X 40% each) 80%.

---

**AHT3300 INJURY PREVENTION FOR TENNIS (SPORTS MEDICINE)**

**Locations**: Footscray Park,

**Pre-requisites**: First Aid (SRXFAD001A/002A);

**Descriptions**: The content of this unit of study will cover: epidemiology of tennis injuries; injury risks in tennis strokes; musculo-skeletal examinations for tennis athletes; protective devices and equipment; taping and bracing techniques; sports first aid for the tennis player; the travelling player; roles of the medical profession in tennis; medical issues for specific populations, (eg. females, children, veterans etc).

**Credit Points**: 12

**Learning Outcomes**: On successful completion of this unit, students will be able to:
- Demonstrate basics of first aid;
- Know the rules and regulations of trainers at tournament events (juniors through to tour events);
- Recognise and appropriately treat common sports injuries and conditions;
- Provide initial care for tennis players who are acutely injured;
- Provide follow-up care, follow instructions from physiotherapists and/or sports medicine physicians, for tennis players who are suffering from chronic injury.

**Class Contact**: Two hours per week for one semester comprising lectures laboratories and tutorials.

**Required Reading**: Pluim, BM & Safran, M 2004, From breakpoint to advantage, USRSA, California.

**Assessment**: Mid-semester examination (1 hour); Practical examination; Final examination (2 hours).

---

**AHT3301 EXERCISE PRESCRIPTION AND TRAINING FOR TENNIS**

**Locations**: Footscray Park,

**Pre-requisites**: Individualised training programs (SRSCOA003A); Strength and Conditioning (SRSSAC001A).

**Descriptions**: The content of this unit of study will cover: trends in activity levels in tennis; exercise prescription methodology; screening and testing; periodisation for tennis; programming tennis for different populations (eg. veterans, females, children); tennis exercise programs (eg. tennis workout); exercise risks.

**Credit Points**: 12

**Learning Outcomes**: On successful completion of this unit, students will be able to:
- Understand the philosophy, principles and theory for program design and exercise prescription specifically for tennis players;
- Demonstrate a capability for prescribing programs for individuals and specific populations which can be defended on a logical and theoretical basis;
- Demonstrate annual and long-term planning - differences between planning for the professional and non-professional tennis athlete.

**Class Contact**: Lectures: 12 x 1 hour; Tutorials: 12 x 1.5 hours for one semester


**Assessment**: Examination End-of-semester exam (2 hours 45%)

---

**AHT3302 COMMUNICATION AND TEACHING TECHNIQUES**

**Locations**: Footscray Park,

**Pre-requisites**: Leadership (BSXFMI502A); OHS (SRXOHS003A)

**Descriptions**: The content of this unit of study will cover teaching methodologies in tennis and how to prepare for presentations to stakeholders (parents, State/ National associations etc).

**Credit Points**: 12

**Learning Outcomes**: On successful completion of this unit, students will be able to:
- Demonstrate competence in tennis coaching to groups of tennis players of varying abilities;
- Demonstrate confidence in presenting material to peers;
- Speak in public to both large and small groups;
- Assemble and develop teaching resources.

**Class Contact**: Lectures: 12 x 1.5 hours; Tutorials: 12 x 1 hour for one semester.


**Assessment**: Report Systematic observation study of own-coaching behaviour during the course of the semester to write up and present as report 40%
AHT3303 PERFORMANCE STUDIES (TENNIS) III

Locations: Footscray Park,

Pre-requisites: Performance Studies (Tennis) II (AHT3203).

Descriptions: The content of this unit of study will cover the coaching (under supervision) of junior and adult players and playing against high performance junior players.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate skills and playability of International Tennis Number (ITN) 4 or better;
- Demonstrate the process of coaching at junior competition and intermediate adult levels;
- Show confidence and proficiency as assistant coaches in a junior elite (or better) environment;
- Present scientific information to tennis audience (peers and non-peers) on the technique of a player.

Class Contact: Six hours per week for one semester comprising three two-hour sessions of participation.

Required Reading: Nil.

Assessment: Completion of ITN competency assessment at beginning and end of semester and a report detailing areas of personal improvement required and achieved 25%; Presentation of a video analysis on a junior player of choice (who the student has been working with) detailing the improvements in technique and playing ability over the semester 75%.

AHX0010 OLYMPIC STUDIES

Locations: Footscray Park,

Pre-requisites: History of Sport and Physical Education; AHS1111 Sport History and Culture, or equivalent.

Descriptions: This unit of study aims to provide students with knowledge and critical understanding of the globalisation of the modern Olympic Games. It does this by examining in detail the historical, political, cultural, philosophical and economic literature pertaining to the Olympic movement. The unit aims to give students an awareness of the relationships between the Olympic Games and sport, culture and tourism, especially as they relate to Australia in a global context.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate their knowledge of the Olympic movement in terms of its history, structure, functions, controversies and other relevant issues;
- Demonstrate their technical skills in various information technology areas, including the use of Web CT, Powerpoint, website-based research, etc.

Class Contact: Seminars: 12 x 2.5 hours for one semester.


Assessment: Assignment Written assignments and presentations 60%

AHX0015 SPORT AND CULTURE RESEARCH SEMINAR

Locations: Footscray Park,

Pre-requisites: 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.

Descriptions: This elective research seminar provides an opportunity for students with a strong interest in the social sciences or humanities of sport to consider elected current research issues and topics in sport from multidisciplinary social sciences and humanities perspectives. The unit will be run partly in conjunction with departmental sport and culture-related seminars attended by fourth year honours students, graduate research students and lecturing staff currently researching in the social sciences and humanities areas.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Critically research, interpret, and then verbally discuss contemporary aspects of sport and culture from a multidisciplinary perspective;
- Bring historical, philosophical and sociological knowledge to bear upon written understandings of current issues associated with sport and culture;
- Display in written and verbal form, an advanced appreciation of different theoretical and methodological approaches to the study of sport and culture.

Class Contact: Two hours per week for one semester comprising one two-hour seminar.

Required Reading: To be advised by lecturer.

Assessment: Papers, debates, presentations, projects 100%.

AHX5017 CARDIORESPIRATORY AND METABOLIC PHYSIOLOGY FOR REHABILITATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit of study will include: cardiac patho-physiology and rehabilitation: ischemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography; stroke (cerebro-vascular accident): cardio-respiratory deficits; pulmonary diseases: asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic/neuro-hormonal conditions: obesity, diabetes, chronic fatigue syndrome, anemias; inflammation, infection control (including wound management) and haemostasis

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of: cardiac pathophysiology and rehabilitation: ischaemic, myocardial, pericardial and valvular disease, heart failure, hypertension, electrocardiography;
- Demonstrate knowledge of: stroke (cerebro-vascular accident), cardiorespiratory deficits, pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonia, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections;
- Demonstrate knowledge of: metabolic/neurohormonal conditions: have a knowledge of inflammation, infection control (including wound management) and haemostasis.

Class Contact: Two hours of lectures per week for one semester.

On successful completion of this unit, students will be able to:

- Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions;
- Identify exercise goals and barriers to exercise among clients with musculoskeletal and/or neurological conditions;
- Identify risks associated with exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions;
- Discuss and explain a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions;
- Safely apply a broad range of evidence-based exercise interventions useful among clients with musculoskeletal and/or neurological conditions.

Class Contact: Four hours per week for one semester.


Assessment: Attendance and participation 10%; Mid-semester exam 30%; End-of-semester exam 60%.

AHX5018 EXERCISE PRESCRIPTION FOR MUSCULO-SKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park,

Pre-requisites: Musculo-Skeletal and Neurological Physiology for Rehabilitation or equivalent.

Descriptions: Exercise prescription for the following conditions: soft tissue, bone and joint injuries; extensive content on low back pain; spinal surgeries including laminectomies, fusions, discotomies and pain management; arthritis; osteo, rheumatoid, gout, ankylosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements; and dementia.

Exercise modes will include: hydrotherapy; Pilates exercise; Swiss Balls; stabilisation of lumbar; cervical and sacral segments; modified equipment; exercise for people in a wheelchair; gait aids; balance training/assessments.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will develop skills in the prescription of both individual and group work-oriented programs involving workers in simulated or actual work tasks and activities that are structured and progressively graded. Aquatic exercise and hydrotherapy and other modes of exercise conditioning will be included. Students will develop expertise in the design and implementation of programs that increase physical power and capacity, and productivity, with the goal of training workers to remain at, or return to, suitable employment. The unit will provide students with advanced skill training in the assessment of injured or disabled workers to identify specifically and measure the limitations and deficits of clients against the type of work the client will be/is required to perform in the workplace. Students will also develop their skills in the education of the injured worker to maintain sound physical and physiological habits to avoid further injury. This will include the ability to conduct individual and group training programs in manual handling techniques; lumbar stabilisation programs; back care education as well as work break exercise programs; injury prevention strategies; pain management and modification of exercise equipment for people with disabilities.

Credit Points: 12

Descriptions: On successful completion of this unit, students will be able to practice exercise physiology in the workplace with the emphasis on interactions between an individual worker’s physical capacities, the physiological demands of the job and local environmental stressors, all of which students will learn to measure, analyse, report and communicate.

Class Contact: Two hours per week for one semester.


Assessment: Oral presentation (comprising 20% each for the oral presentation and the accompanying written case study) 50%; Log book 50%.
Class Contact: Two hours per week for one semester.


Assessment: Attendance and participation 10%; Laboratory reports 60%; Practical examination 30%.

AHX5033 BIOMECHANICS THEORY AND PRACTICE FOR REHABILITATION

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: 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 component of this unit of study will study students with knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals, and practical skills that will enable students to assess muscular function. This will include the following topics: measurement and analysis of human gait; video analysis of human motion; anthropometry; foot pressure sensors and force platform analysis; recording and interpretation of electromyography (EMG) signals; and isokinetic dynamometry.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate general knowledge of the mechanical properties of biological materials, biomechanical aspects of selected joints, and the mechanics of movement as they apply to normal and pathological states;
- Demonstrate knowledge of the biomechanical techniques used to assess human movement with an emphasis on injured or disabled individuals;
- Demonstrate practical skills necessary to assess muscular function.

Class Contact: One one-hour lecture plus one two-hour laboratory session per week for one semester.


Assessment: Mid-semester exam 20%; Final examination 30%; Laboratory reports (2 @ 1000 words each) 30%; Assignment (1500 words) 20%.

AHX5034 EXERCISE PHYSIOLOGY IN THE WORKPLACE

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: 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 (FJAs); and descriptions (FJD) and the subsequent matching of workers’ FCEs to the physical demands of their jobs, as identified by the FJAs and FJDs. Students will simulate the application of these in the areas of ‘work conditioning’ (for the job) and matching workers to jobs that they can manage in terms of physical capacity and skill (pre- or early-employment screening). Environmental and occupational stressors that students will investigate include any combination of: cold and heat stress; repetitive movement over the course of a shift; vibration; awkward postures and positions; high loads; endurance demands; mental and psychological stressors. Issues around fatigue management and the minimisation of human error to prevent injury will be emphasised. Students will explore the role of exercise conditioning for manual process and office workers in managing risk factors (including lifestyle factors) and/or current or past injury or preventable illness. They will also practice the prescription of both individual and group work-oriented exercise programs involving workers in simulated or actual work tasks, mainly in healthy workers, but including those recovering from injury or lifestyle-related illness.

Credit Points: 8

Learning Outcomes: To be advised.

Class Contact: Two hours per week comprising a blend of lectures, group and laboratory work, supplemented by online teaching and mentoring (WebCT).


Assessment: Note: Core Graduate Attributes do not apply to postgraduate programs at this time. Literature review (2000-3000 words) 40%; Case report (1200 words each, excluding graphs, diagrams, tables, references) 30%; Laboratory skills and competencies 30%.

AHX5040 CASE MANAGEMENT FOR CLINICAL EXERCISE 1

Locations: Footscray Park,
Pre-requisites: AHE2002 Clinical Exercise Studies 1 or equivalent.

Descriptions: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for case management in occupational rehabilitation, industry, and insurance sectors. Students will learn to plan and document clinical exercise service delivery to apparently healthy individuals, notably people seeking functional conditioning to meet the physical demands of work, and also people with occupational injuries seeking rehabilitation. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: insurance caps of health care costs) and co-morbid disease (eg: depression, chronic fatigue syndrome).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
- Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people seeking functional conditioning to meet the physical demands of work, and people with occupational injuries seeking rehabilitation;
- Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners;
- Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;
• Demonstrate the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies;
• Demonstrate the technical, ethical, management and legal challenges and issues associated with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors;
• Demonstrate the use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:
• Recognise signs and symptoms in relation to the musculo-skeletal conditions covered in the unit;
• Understand the natural histories of musculo-skeletal diseases;
• Demonstrate basic knowledge and modes of self-learning for the medical, surgical and physical therapies that are effective for people with the conditions;
• Understand the role of exercise in the management of these diseases;
• Gather knowledge of the indications and contraindications of exercise.

Class Contact: Two hours of lectures per week for one semester.


Assessment: Attendance and participation 10%; Mid-semester examination 30%; End-of-semester examination 60%.

AHX5041 FUNCTIONAL ANATOMY

Locations: City Flinders,
Pre-requisites: Nil.

Descriptions: This unit of study content will include: the physical properties of bone and cartilaginous tissues, arthrology, muscular system, an overview of the nervous system; functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, ankle foot complex; vertebral column, posture, locomotion, anatomy and performance.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:
• Know the physical properties of bone and cartilaginous tissues, arthrology, muscular system, and an overview of the nervous system;
• Understand the functional anatomy of the joints: shoulder complex, forearm, wrist and hand complex, hip joint complex, knee complex, ankle foot complex;
• Demonstrate knowledge of the vertebral column, posture, locomotion, anatomy and performance.

Class Contact: Two hours of lectures and two hours of practical per week for one semester.


Assessment: Final examination 60%; Ongoing assessment 10%; Flag-race (practical) exam 30%.

AHX5043 QUANTITATIVE AND QUALITATIVE RESEARCH DESIGN AND METHODS FOR PRACTITIONERS

Locations: Footscray Park,
Pre-requisites: Nil.

Descriptions: This unit of study will include: sampling and analytic methods for quantitative and qualitative research; questionnaire design and evaluation; determination of validity and reliability of research designs; development of ethics applications; evaluation of research designs of published papers.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to design, conduct and evaluate the following categories of research, using both quantitative and qualitative methods: single case reports or case studies, population-wide surveys, observational outcome studies and randomised trials.

Class Contact: Two hours of lectures and one hour of tutorials per week for one semester.


Assessment: Four approved assignments of up to 1000 words or equivalent 25% each. Each will draw on a quantitative and/or qualitative methods to analyse or critique one of the following: single case report or case study; population-wide survey; observational outcome study; and randomised trial.

AHX5045 CASE MANAGEMENT FOR CLINICAL EXERCISE 2

Locations: Footscray Park,

Pre-requisites: AHE2003 Clinical Exercise Studies 2 or equivalent.

Descriptions: This unit enables students to continue to develop knowledge and skills related to the professional roles of clinical exercise physiologists. Students will explore professional requirements for care management in hospital, private practice, and community health sectors. Students will learn to plan and document clinical exercise service delivery to people living with, or at risk of, chronic and complex health conditions. Using a case-based learning model, particular attention will be given to the role, importance, and difficulties posed by various health systems (eg: primary versus tertiary hospital) and co-morbid disease (eg: depression, cancer).

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people with chronic and complex health conditions;
- Demonstrate knowledge of Australian health systems in the occupational, private industry and insurance sectors, including requirements for record keeping, billing procedures, referral and communication pathways and protocols between clinical exercise practitioners and other allied health professionals and medical practitioners;
- Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;
- Demonstrate the knowledge and methods of effecting behaviour change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management strategies;
- Identify the technical, ethical, management and legal challenges and issues with providing a competent service in clinical exercise in the occupational rehabilitation, industry, and insurance sectors.
- The use of evidence bases, particularly published research and practice models, in the design provision, and evaluation of clinical exercise services.

Class Contact: One hour case-based tutorial plus one hour practical session per week for one semester.


Assessment: Case-based assessment 100% comprising two written case study reports submitted during the semester (800-1000 words each, 2 x 25% each) and an end of semester final written examination comprising two case studies (500-1000 words each, 50%).

AHX5046 EXERCISE ASSESSMENTS FOR MUSCULOSKELETAL AND NEUROLOGICAL CONDITIONS

Locations: Footscray Park,

Pre-requisites: AHE2104 Exercise Physiology, RBM2912 Pathophysiology 2, AHE1101 Structural Kinesiology, AHE2202 Functional Kinesiology, or equivalent studies.

Descriptions: This unit examines the various effects of surgical, medical, pharmaceutical and allied health interventions for people with musculoskeletal and/or neurological conditions on acute and chronic exercise capacity. Students will gain an understanding of exercise training regimes and exercise tests that are contraindicated for each of these conditions. Students will learn to conduct standardised physical examinations of the neuromusculoskeletal system, and develop the knowledge and ability to recognise, adverse signs and symptoms that may arise during physical examination, exercise or recovery for people with musculoskeletal and/or neurological conditions. In particular, students will develop skills in history taking, physical examinations, and assessments of exercise capacities of people with (at least, but not necessarily limited to) the following conditions: soft tissue, bone and joint injuries; low back pain; arthritides, including osteoarthritis, rheumatoid arthritis, gout, ankylosing spondylitis; osteoporosis; stroke and acquired head injury; spinal cord injury; multiple sclerosis; Parkinson’s disease; muscular dystrophy; knee and shoulder reconstructions; knee and hip replacements.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- By the end of this unit of study, students will be able to:
- Select appropriate protocols, including ethics and cultural sensitivity, for the physical examination, assessment of exercise, and assessment of functional capacities for people with musculoskeletal and/or neurological conditions;
- Take clinical histories and conduct physical examinations of clients with musculoskeletal and/or neurological conditions;
- Identify risks associated with physical examination, exercise, and contraindications to exercise, among clients with musculoskeletal and/or neurological conditions; of particular importance is the ability to recognise and take appropriate and timely actions with regard to acute musculoskeletal pain/injuries and medical emergencies;
- Use information on the effects of common surgical, medical and allied health treatments on the expected acute and chronic exercise responses;
- Determine safe (client-centred) exercise limits and effective exercise ranges for exercise and physical activity for people with musculoskeletal and/or neurological conditions.

Class Contact: On hour tutorial plus one hour practical session per week for one semester.
On successful completion of this unit, students will be able to:

- Demonstrate knowledge and practical understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities;

- Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;

- Demonstrate knowledge of the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes;

- Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services;

- Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies;

- Demonstrate knowledge of the care issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement.


Assessment: Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%.

AHX5048 CLINICAL EXERCISE PRACTICE 3

Locations: Footscray Park,

Pre-requisites: AHE2001 Clinical Exercise Practice 1 or equivalent.

Descriptions: This unit broadens the scope of the professional roles of clinical exercise physiologists and to offer perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe clinical exercise professionals in the design, implementation and evaluation of exercise and physical activity programs, and to learn about equipment, facilities and program planning that are used in exercise delivery for clinical populations. Students will have opportunities to practise exercise science in the service of apparently healthy individuals or those with one or more of cardiopulmonary, metabolic, musculoskeletal, neurological, neuromuscular or other conditions such as cancer, depression, chronic fatigue syndrome etc. Students will be supervised in the workplace by an approved supervisor, with additional mentoring by university staff. Under supervision, students will practise with actual clients and document their learning experiences under one of the following categories (where the client fits more than one category, the experiences will be recorded in the category for which the client fits best): 1. apparently healthy 2. cardiopulmonary and/or metabolic conditions 3. musculoskeletal, neurological, and/or neuromuscular conditions.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate an understanding of the scope of professional roles available to clinical exercise practitioners, and how these intersect with the roles of other health professionals in the provision of services to people living with, or at risk of, chronic diseases, injuries or disabilities;

- Design/select assessment methods and protocols, including history taking of clinical, lifestyle and environmental factors, risk factor stratification and risk/benefit analyses, assessments of functional, physical activity and exercise capacities, monitoring of signs and symptoms before, during and following exercise and capacity to take timely and appropriate action, identification of indicated and contraindicated exercises from all of the above factors;

- Demonstrate the technical challenges with providing a competent service in clinical exercise. This includes being able to collect and interpret data with high degrees of accuracy, reliability and validity, and to discriminate between clinical and functional (eg exercise capacity) outcomes;

- Demonstrate the use of evidence bases, particularly published research and practice models, in the design and provision of clinical exercise services;

- Design, lead and evaluate exercise and physical activity interventions in concordance with clients, including the knowledge and methods of effecting behavioural change to promote better health through exercise participation, with an emphasis on the graduated transfer from dependence on the clinical exercise practitioner to self-management. This includes listening to, identification of different stages of change in order to match an intervention with the individual’s stage of change (eg. transtheoretical model) and talking with clients to overcome barriers, set goals, and improve their knowledge of their medical conditions, treatments and prevention strategies;

- Demonstrate knowledge of the care issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.
• Demonstrate knowledge of the core issues concerning the ethical provision, business management, and legal responsibility issues regarding clinical exercise services.

Class Contact: Occasional classes; 140 hour industry placement.


Assessment: Placement CV (500 words) 15%; Placement log book (500 words) 10%; Case reports (500 words) 15%; Placement report (1500 words) 60%.

AHX5069 INTRODUCTION TO REHABILITATION FIELDWORK

Locations: Footscray Park.

Pre-requisites: Nil.

Descriptions: This unit of study introduces students to the various roles of physical educators in exercise rehabilitation, and offers perspectives on the roles of other team members in rehabilitation processes. Students will have opportunities to observe health professionals during the design, implementation and evaluation phases of exercise programs. They also learn about equipment, facilities and program planning that are used in exercise rehabilitation.

Credit Points: 8

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand, via observation, the role of health professionals during the design, implementation and evaluation phases of exercise programs;
• Know about equipment, facilities and program planning that are used in exercise rehabilitation;
• Assist exercise practitioners with implementation of exercise programs;
• Supervise and monitor clients’ exercise programs and assist with execution of correct techniques;
• Discuss exercise progressions with exercise practitioner and client.

Class Contact: Four hours in total for one semester. Field contact: 40 hours.

Required Reading: To be advised by lecturer.

Assessment: Satisfactory/Unsatisfactory. Report Supervisors Report/Logbook of hours Pass/Fail

AHX5070 EXERCISE FOR REHABILITATION FIELDWORK (FULL-TIME)

Locations: Footscray Park.

Pre-requisites: Nil.

Descriptions: This unit of study aims to provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs. It also provides practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

• Demonstrate experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs;
• Demonstrate practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Class Contact: Eight seminar hours in total for one semester as well as 140 hours of field contact (four weeks).

Required Reading: To be advised by lecturer.

Assessment: Satisfactory / Unsatisfactory.

AHX5071 EXERCISE FOR REHABILITATION FIELDWORK (PART-TIME)

Locations: Footscray Park,

Pre-requisites: AHX5069 Introduction to Rehabilitation Fieldwork or equivalent.

Descriptions: This unit of study aims to: provide students with experience in exercise prescription, design, conduct and evaluation of exercise rehabilitation programs; and practical knowledge of differing organisational models, the roles of other health professionals, referral and communication pathways and medical record systems.

Credit Points: 6

Learning Outcomes: To be advised.

Class Contact: Eight seminar hours in total for one semester. Field contact: 140 hours (4 weeks).

Required Reading: To be advised by lecturer.

Assessment: Satisfactory / Unsatisfactory.

AHX5180 PSYCHOLOGY FOR REHABILITATION

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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 neuropsychologist. However, they should have an understanding of the psychological aspects of the rehabilitation process. The unit will include the following topics: counselling and interviewing skills - verbal and non-verbal, listening skills, body language, human interaction; human behaviour and development, lifestyle, life-cycle, life crisis, life development; coping with injury; dealing with grief and loss; coping with chronic pain; stress management, anxiety and depression; self-confidence, development and maintenance, particularly in the transitions which occur during rehabilitation; motivation, intrinsic-extrinsic, goal orientations, self-efficacy, goal setting, physical, psychological and technical.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

• Understand psychological processes in rehabilitation;
• Understand the importance and influence of client-practitioner relationships in rehabilitation;
• Use mental skills in applied settings;
• Demonstrate in-depth knowledge of one aspect of psychology and rehabilitation.

Class Contact: Two hours per week for one semester.

Assessment: Major assignment 100%.

AHX6020 DIRECTED STUDY

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: This unit provides the opportunity for students to extend their knowledge and skills in the general topic area where they intend to carry out their research. A number of educational processes are equally valid and some might be particularly appropriate to specific disciplines or research endeavours. There is no desire to restrict the potential educational exercises by specifying what is acceptable. Designated research supervisors are responsible for determining acceptability of the nature and scale of directed studies in discussion with individual students. A number of examples of likely ways in which study may be directed will illustrate the possibilities. It is possible for issues to be raised which relate to the topic of research. These could be addressed by consulting the literature and writing critical review or reaction papers. It might be that two or three such papers would constitute the appropriate scale of work. In some specialist areas the most fruitful preparation for the thesis would be to audit a coursework unit of study in this or another institution. The thesis research may depend crucially on the development of a measuring instrument and this development could be the substance of the Directed Study. Similarly, it might be deemed essential to pilot a new research technique, which is proposed to be used in the main thesis study. The pilot study could be the content of the Directed Study. These examples merely illustrate the nature of the Directed Study unit. The unit of study will remain flexible, permitting a whole range of equivalent exercises to be included. The main criterion for acceptance is that the activity is considered by the supervisor to be valuable preparation for the thesis research.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: Nine hours per week for one semester comprising one one-hour tutorial and eight hours of practical sessions.

Required Reading: To be advised by lecturer.

Assessment: Students are assessed on satisfactory completion of the Directed Study 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)

Locations: Footscray Park,

Pre-requisites: Research Design; AHX6020 Directed Study or equivalent.

Descriptions: 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 science areas, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and for practice.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of this seminar late in the semester. The final thesis will be examined by two academics, one of whom should be external, with expertise in the specific area of the research and will not include the supervisor. Students may be asked to present themselves for an oral or a written examination by these examiners, at the examiner’s discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass 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)

Locations: Footscray Park,

Pre-requisites: AHX6010 Research Design; AHX6020 Directed Study; or equivalent.

Descriptions: 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 science areas, this involves the collection of primary data. This process is presented in a formal thesis of between 15,000 and 30,000 words equivalent not including appendices. The thesis should demonstrate the whole research process from identification of a problem, through review, critique and reflection on related research, to development and refinement of appropriate methods, collection of data using appropriate procedures and ethics, and on to selection, application and interpretation of suitable methods of analysis. Finally, conclusions must be drawn and recommendations made for further research and for practice.

Credit Points: 24

Learning Outcomes: To be advised.

Class Contact: AHX6030 Minor Thesis (full-time): 15 hours per week for one semester. AHX6035 Minor Thesis (part-time): 7.5 hours per week for two semesters.

Required Reading: To be advised by lecturer.

Assessment: Thesis 100%. Students must attend the Graduate Research Seminar program and present a report on their results, analysis and conclusions to a meeting of this seminar late in the semester. The final thesis will be examined by two academics, one of whom should be external, with expertise in the specific area of the research and will not include the supervisor. Students may be asked to present themselves for an oral or a written examination by these examiners, at the examiner’s discretion. Each examiner will independently recommend one of the following outcomes to his/her assessment of the thesis: pass without further examination; pass unit with corrections to the satisfaction of the School’s Research and Graduate Studies Committee; student to pass a written or oral examination to pass thesis; deferred for resubmission after major revision; fail. In the event that there is a disagreement between the examiners, a third examiner will be appointed.
AHX6041 EXERCISE PRESCRIPTION FOR CARDORESPIRATORY AND METABOLIC CONDITIONS

Locations: Footscray Park,

Pre-requisites: AHX5017 Cardiorespiratory and Metabolic Physiology for Rehabilitation or equivalent.

Descriptions: 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, pneumonias, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, acute respiratory tract infections; metabolic conditions: obesity, diabetes, chronic fatigue syndrome, anaemias.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Demonstrate knowledge of exercise prescription for cardiac pathophysiology and rehabilitation, ischaemic, myocardial, pericardial and valvular disease, heart failure and hypertension;
- Demonstrate knowledge of exercise prescription for pulmonary diseases, asthma, chronic bronchitis and emphysema, pneumonias, bronchiectasis, cystic fibrosis, tuberculosis, respiratory distress syndrome, and acute respiratory tract infections;
- Demonstrate knowledge of exercise prescription for metabolic conditions, including obesity, diabetes, chronic fatigue syndrome and anaemias.

Class Contact: One one-hour lecture per week; one one-hour practical per week.


Assessment: Attendance and participation 10%; Assignments 50%; Tests (practical, oral and written) 40%.

AHX6042 CASE MANAGEMENT

Locations: Footscray Park,

Pre-requisites: Nil.

Descriptions: 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.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students will be able to:

- Comprehend, explain, discuss and debate a code of ethics or code of conduct relevant to the allied health profession of exercise physiology;
- Plan and write a letter of referral for a client to another health professional;
- Plan, prepare and demonstrate use of a clinical history case record form;
- Plan, prepare and demonstrate use of an invoice and receipt for a clinical consultation;
- Plan and write a workplace risk assessment for a client.

Class Contact: Two hours per week for one semester.


Assessment: Assignments and presentations 80%; Attendance and participation 20%.

AHX6043 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (FULL-TIME)

Locations: Footscray Park,

Pre-requisites: AHX5069 Introduction to Rehabilitation Fieldwork and AHX5070 Exercise for Rehabilitation Fieldwork or equivalent.

Descriptions: This unit aims to apply theoretical and practical knowledge to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

Credit Points: 48

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models;
- Demonstrate practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems;
- Have accrued the satisfactory number of clinical placement hours appropriate for AEASS accreditation upon completion of the Master of Applied Science - Exercise Rehabilitation.

Class Contact: 180 hours industry placement.


Assessment: Other Choice of written report, project or exam (see below) 100% Written Case Reports, 10-20 cases total word limit 5,000 - 20,000 words 100%
Or
Minor Research Project (10 - 20 weeks) 100%
Or
Exit exam (oral and practical) comprising three case studies (normal healthy client; musculo-skeletal; cardio-respiratory client to be undertaken with two internal and two external examiners 100%).
AHX6044 EXERCISE FOR REHABILITATION CLINICAL PRACTICE (PART-TIME)

Locations: Footscray Park,

Pre-requisites: AHX5069 Introduction to Rehabilitation Fieldwork and AHX5070 Exercise for Rehabilitation Field work or equivalent.

Descriptions: To apply the theoretical and practical knowledge gained in the unit to the design, implementation and evaluation of exercise rehabilitation programs, using both individual and group models. Practical experience with all aspects of case management, including working as part of the rehabilitation team, report writing, professional ethics and exposure to the public and private health systems.

Credit Points: 16

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Understand, explain and describe the role of exercise in the management of these conditions/diseases;
- Gather knowledge of the indications and contraindications to exercise in people with these conditions/diseases.

Class Contact: Two hours of lectures per week for one semester.

Required Reading: Lecture slides and electronic reading materials will be made available from www.staff.vu.edu.au/exrehab. Notes available in hard copy only will be distributed in class.

Assessment: Assignment Client information sheet 30% Total effective word limit 5000 words

AHZ0001 INTRODUCTION TO RESEARCH DESIGN AND METHODS

Locations: Footscray Park, City Flinders, St Albans,

Pre-requisites: Nil.

Descriptions: This unit of study will provide an introduction to research methods and design for the social sciences. This will include: a review of the scientific methods and ways of knowing; quantitative and qualitative paradigms; questionnaire design and evaluation; validity and reliability of research designs; and ethical issues and evaluation of the research design of published papers. The unit of study will also include an introduction to sampling and methods of data collection and analysis for quantitative and qualitative research. The study of quantitative methods will focus on experimental, correlation and survey designs and of the corresponding methods of data analyses including descriptive and inferential statistics, correlation and regression and hypothesis testing. The qualitative research designs to be studied in some detail will be drawn from case study, ethnography, grounded theory, phenomenology, historical research, philosophical research and action research. The role of the researcher in collecting qualitative data will be discussed along with methods of analysing qualitative data.

Credit Points: 12

Learning Outcomes: To be advised.

Class Contact: One two-hour seminar and one one-hour tutorial per week for one semester.

Required Reading: To be advised.

Assessment: A research proposal and/or approved assignments related to research literature and processes in professional practice (3000 words for Graduate Diploma students; 5000 words for Masters, PhD students) 100%.

AHX6045 EXERCISE THERAPY FOR NEUROLOGICAL & NEUROMUSCULAR DISORDERS

Locations: Footscray Park,

Pre-requisites:

Descriptions: The unit content includes: mechanisms of injury and repair in neurological and neuromuscular tissue; spinal cord and peripheral nerve injuries; acquired brain injury; stroke (cerebro-vascular accident); neurological and neuromuscular deficits; multiple sclerosis; Parkinson’s disease; muscular dystrophy; mitochondrial myopathies; cerebral palsy; ageing; detrimental effects of long term inactivity and bed rest.

Credit Points: 12

Learning Outcomes: On successful completion of this unit, students are expected to be able to:

- Recognise signs and symptoms in relation to the neurological and neuromuscular conditions covered in the unit;
- Understand, explain and describe the natural histories of neurological and neuromuscular conditions/diseases;
- Understand, explain and describe the medical, surgical and physical therapies that are effective for people with these conditions/diseases;
- Understand, explain and describe the role of exercise in the management of these conditions/diseases;
- Gather knowledge of the indications and contraindications to exercise in people with these conditions/diseases.

Class Contact: Independent research in addition to regular meetings with the student’s supervisor(s).

AHZ8100 RESEARCH THESIS (ARTS BASED) (FULL-TIME)

Locations: Footscray Park, City Flinders,

Pre-requisites: Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

Descriptions: This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic; followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

Credit Points: 48

Learning Outcomes: To be advised.

Class Contact: Independent research in addition to regular meetings with the student’s supervisor(s).
Required Reading: To be advised by supervisor.

Assessment: The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

**AHZ8110 RESEARCH THESIS (ARTS BASED) (PART-TIME)**

**Locations:** Footscray Park, City Flinders,

**Pre-requisites:** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Descriptions:** This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Credit Points:** 24

**Learning Outcomes:** To be advised.

**Class Contact:** Independent research in addition to regular meetings with the student’s supervisor(s).

**Required Reading:** To be advised by supervisor.

**Assessment:** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

**AHZ8200 RESEARCH THESIS (SCIENCE BASED) (FULL-TIME)**

**Locations:** Footscray Park, City Flinders,

**Pre-requisites:** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Descriptions:** This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Credit Points:** 48

**Learning Outcomes:** To be advised.

**Class Contact:** Independent research in addition to regular meetings with the student’s supervisor(s).

**Required Reading:** To be advised by supervisor.

**Assessment:** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.

**AHZ8210 RESEARCH THESIS (SCIENCE BASED) (PART-TIME)**

**Locations:** Footscray Park, City Flinders,

**Pre-requisites:** Eligibility for entry to a Masters by Research or Doctor of Philosophy program.

**Descriptions:** This unit of study, the aim of which is to enable students to competently research an area of study utilising knowledge and skills gained in previous studies, consists of a project carried out by students on an individual basis. The project is expected to be: an investigation of an approved topic, followed by the submission of a suitably formatted thesis or performance in which the topic is introduced and formulated; the investigation described in detail; results and conclusions from the study elaborated; and an extended discussion presented. Students may be required to undertake some lecture courses, as specified at the time of commencement.

**Credit Points:** 24

**Learning Outcomes:** To be advised.

**Class Contact:** Independent research in addition to regular meetings with the student’s supervisor(s).

**Required Reading:** To be advised by supervisor.

**Assessment:** The thesis will normally be assessed by at least two expert examiners from an appropriate area of expertise.