



**DEAKIN**  
UNIVERSITY AUSTRALIA

**DEAKIN UNIVERSITY  
2012 HANDBOOK  
UNIT LISTING**

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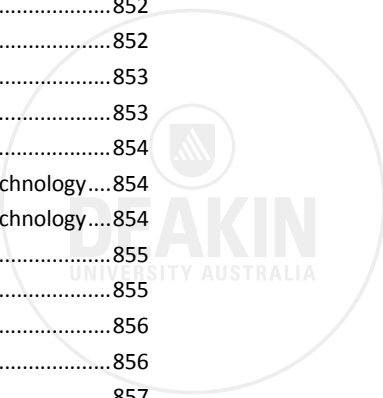
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## AAM219 – CONTEMPORARY AUSTRALIAN CINEMA

*Offered at: (B, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, W) or Trimester 3 (B)*

*EFTSL value: 0.125*  
*Unit chair: D Verhoeven*  
*Incompatible with: AAM319*

*Note: Students completing a Film Studies Major Sequence must complete AAM319. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There are two concurrent aspects of the program: the first is an overview of the historical context for the Australian film industry focusing on the development of the business of cinema in Australia (including government involvement, key issues and sectional interests). At the same time, students will be guided through an independent research process, gathering information on assigned topics. The information they collect will be recorded into a central database. They will reference and annotate primary and secondary documents, create biographical records for people who have worked within the industry, and develop accounts of the different films, businesses and cinemas they are researching. Students will then prepare, publish and link their online essays (incorporating words, sound and image) to each other's work, to online sources and to the information gathered in the database.

### ASSESSMENT

Research Proposal (35%), Database posts (30%), Online research essay (35%)

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## AAM220 – CINEMAS AND CULTURES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Star*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to established and emerging national, transnational and global cinemas of the Asia-Pacific, Africa, South-East Asia, India, the Middle East, Eastern and Western Europe and

Canada. It includes indigenous, exilic and diasporic, counter-cinema, and global perspectives, productions, and alternative cinema practices. Cultural industries and counter cinemas are located as struggles for differentiated cultural representations in relation to entertainment industry agendas, and hegemonic or politically controlled cinemas. It offers a broad perspective on film practices from aesthetics and cultural expression to issues of position, power and privilege, voice, and reception.

### ASSESSMENT

On campus:  
 Essay 2000 words (50%), In Class Test 2000 words equivalent (50%)

Off campus:  
 Essay 2000 words (50%), Online Test 2000 words equivalent (50%)

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## AAM319 – CONTEMPORARY AUSTRALIAN CINEMA

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: D Verhoeven*  
*Incompatible with: AAM219*

*Note: Students completing a Film Studies Major Sequence must complete AAM319. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There are two concurrent aspects of the program: the first is an overview of the historical context for the Australian film industry focusing on the development of the business of cinema in Australia (including government involvement, key issues and sectional interests). At the same time, students will be guided through an independent research process, gathering information on assigned topics. The information they collect will be recorded into a central database. They will reference and annotate primary and secondary documents, create biographical records for people who have worked within the industry, and develop accounts of the different films, businesses and cinemas they are researching. Students will then prepare, publish and link their online essays (incorporating words, sound and image) to each other's work, to online sources and to the information gathered in the database.

### ASSESSMENT

Research Proposal (35%), Database posts (30%), Online research essay (35%)

## AAR410 – HONOURS RESEARCH METHODS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Mc Ardle*  
*Incompatible with: ALX491, AAR710*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- what is research?
- the location of print and non-print resources;
- finding, reviewing and appropriating others' research;
- paradigm shifts – new research questions and ways to answer them;
- collaborative and cross arts/interdisciplinary possibilities;
- ethical issues in arts research;
- participant observation – the subjective voice in research;
- journalising and recording research;
- writing research and funding proposals and reports;
- structuring an effective exegesis; and
- sharing and publicising research.

### ASSESSMENT

Research proposal (1000 words) 30%, annotated bibliography of selected relevant print and non-print materials (1000 words) 30%, research paper (3000 words) & seminar presentation 40%.

## AAR412 – HONOURS THEORY

*Offered at: (B, G\*, X\*)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*  
*Cohort rule: Must be enrolled in A400*  
*Unit chair: R Haysom*  
*Incompatible with: AAR712*

### CONTENT

This unit provides an introduction to a wide range of influential theories and positions in arts theory and analysis. Topics to be addressed in this unit may include: structuralist theory, psychoanalytical theories, post-structuralism, media and communications theory, theory of the image, Marxist and literary theory, new historicism, Feminism and gender studies, and Post colonialism.

### ASSESSMENT

Written Assessment amounting to 5000 words.

## AAR413 – HONOURS READING UNIT A

*Offered at: (B, G\*, X\*)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*  
*Cohort rule: Must be enrolled in A400*  
*Unit chair: R Haysom*

### CONTENT

Students undertaking this unit will consider discipline based theories and their relationship to contemporary practice in communication, literary or cultural studies. They will be expected to explore concepts and theories that will critically inform the development of their thesis. A proposed program of guided reading will be negotiated with the Unit Chair who will assign an appropriate staff supervisor or supervisors to whom the student will be responsible. A unit of guided reading offering students the possibility to explore at an advanced level a particular area of communication, literary or cultural studies This unit, together with AAR414 allows students how to specify the topic of their thesis, how to delimit the literature of other research relevant to the topic, how to summarise the literature of other research, and how to develop an argument about where the gaps are that need to be filled with further research.

### ASSESSMENT

Written Assessment amounting to 5000 words.

## AAR414 – HONOURS READING UNIT B

*Offered at: (B, G\*, X\*)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*

*Cohort rule: Must be enrolled in A400*

*Unit chair: R Haysom*

### CONTENT

Students undertaking this unit will consider discipline based theories and their relationship to contemporary practice in communication, literary or cultural studies. They will be expected to explore concepts and theories that will critically inform the development of their thesis. A proposed program of guided reading will be negotiated with the Unit Chair who will assign an appropriate staff supervisor or supervisors to whom the student will be responsible. A unit of guided reading offering students the possibility to explore at an advanced level a particular area of communication, literary or cultural studies This unit complements the work of AAR413 to allow students how to specify the topic of their thesis, how to delimit the literature of other research relevant to the topic, how to summarise the literature of other research, and how to develop an argument about where the gaps are that need to be filled with further research.

### ASSESSMENT

Written Assessment amounting to 5000 words.

## AAR415 – HONOURS THESIS UNIT

*Offered at: (B, G\*, X\*)*

*Credit point(s): 4*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*

*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*

*Cohort rule: Must be enrolled in A400*

*Unit chair: R Haysom*

*Prerequisite: AAR410, AAR412 and either AAR413 and AAR414 or ACP411 and ACP412*

*Incompatible with: AAR416, AAR417*

### CONTENT

This unit consists in the completion of the Honours thesis. The student will work with a supervisor to choose a topic, review the literature, and present draft work in progress. The content of this unit will be determined by negotiation between the Honours co-ordinators and the student. The Honours thesis may take the form of practice/creative work and exegesis, or written thesis. Students must first discuss their proposal with the Honours co-ordinators who will assign a staff supervisor to whom the student will be responsible.

### ASSESSMENT

A thesis comprising a creative production and exegesis (6000 words).

OR

Written dissertation of 14000–16000 words.

## AAR416 – HONOURS THESIS UNIT A

*Offered at: (B, G\*, X\*)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*

*Cohort rule: Must be enrolled in A400*

*Unit chair: R Haysom*

*Prerequisite: AAR410, AAR412 and either AAR413 and AAR414 or ACP411 and ACP412*

*Incompatible with: AAR415*

### CONTENT

This unit consists of the first stage in the preparation of the Honours thesis. The student will work with a supervisor to choose a topic, review the literature, and present draft work in progress. The content of this unit will be determined by negotiation between the Honours co-ordinator, the supervisor and the student. The Honours thesis may take the form of a written thesis or a creative work and exegesis. Students must first discuss their proposal with the Honours co-ordinator who will negotiate with staff in the discipline to locate a suitable supervisor with whom the student will work.

### ASSESSMENT

Achievement of satisfactory work in progress towards the submission of a thesis comprising a written dissertation of between 14,000 and 16,000 words 100%.

OR

a creative production and exegesis (6000 words) 100%.

## AAR417 – HONOURS THESIS UNIT B

*Offered at: (B, G\*, X\*)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*

*Unit chair: R Haysom*

*Prerequisite: AAR410 and AAR412 and either AAR413 and AAR414 or ACP411 and ACP412*

*Incompatible with: AAR415*

### CONTENT

This unit consists of the completion of the Honours thesis. The student will work with a supervisor to develop and refine research on the chosen topic, review the literature, and present draft work in progress. The content of this unit will be determined by negotiation between the supervisor and the student. The Honours thesis may take the form of practice/creative work and exegesis, or written thesis.

### ASSESSMENT

Thesis comprising a creative production, and exegesis, 6000 words.

OR

Written dissertation, 100%, 14000 -16000 words.

- collaborative and cross arts/interdisciplinary possibilities;
- ethical issues in arts research;
- participant observation – the subjective voice in research;
- journalising and recording research;
- writing research and funding proposals and reports;
- structuring an effective exegesis; and
- sharing and publicising research.

### ASSESSMENT

Research proposal (1000 words) 30%

Annotated bibliography (1000 words) 30%

Research paper and seminar presentation (3000 words) 40%

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## AAR712 – RESEARCH THEORY

*Offered at: (B, G\*, X\*)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Offering information: \*Offered to Geelong and Off Campus students subject to agreement with the Honours Co-ordinator.*

*Unit chair: R Haysom*

*Prerequisite: Six credit points from within A748*

*Incompatible with: AAR412*

*Note: Students must have approval of the unit chair prior to enrolling in this unit.*

### CONTENT

This unit provides an introduction to a wide range of influential theories and positions in arts theory and analysis. Topics to be addressed in this unit may include: Structuralist theory, Psychoanalytical theories, Post-structuralism, Marxist and literary theory, New historicism, Feminism and gender studies, Post colonialism.

### ASSESSMENT

Written assessment, 5000 words, 100%

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## AAR710 – RESEARCH METHODS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Mc Ardle*

*Prerequisite: Six credit points from within A748*

*Incompatible with: AAR410*

*Note: (i) Students must have approval of the unit chair prior to enrolling in this unit.*

*(ii) Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- what is research;
- the location of print and non-print resources;
- finding, reviewing and appropriating others' research;
- paradigm shifts – new research questions and ways to answer them;

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## ACC301 – FREELANCING IN THE ARTS

*Offered at: (B, G, S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

Unit chair: K Le Rossignol

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is targeted to emerging freelance artists across the creative arts industry. It aims to develop knowledge of how to get projects developed and supported. It focuses on the artist's role and responsibility in a freelance environment. Topics include critical analysis of cultural policies and art practice; project management and working with others; career planning and goal setting; ethical and legal considerations for art practitioners; relationships of artists, administrators and audiences. The unit also looks at processes and strategies for developing funding, marketing and promotion; networking; grant applications; and resources for developing professional art projects.

### ASSESSMENT

Seminar paper/participation equivalent 500 words 20%  
Project application and oral pitch equivalent 2500 words 50%  
In-class final exercise equivalent 1000 words 30%

## ACC307 – DEVELOPING A PROJECT: IDEAS TO SCRIPTS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (This unit is available only to students enrolled in A355, A356, A357, A358 or A359)

Unit chair: K Anderson

Prerequisite: Completion of at least two level two units in any major sequence from within the Bachelor of Contemporary Arts or Bachelor of Creative Arts courses or from within the Bachelor of Film and Digital Media

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will begin with screenings and analysis of examples of short form narrative film. These examples will set some of the narrative, formal and stylistic criteria within which project proposals will be reviewed. Students will then be taken through a process of self reflection and resource gathering to find then pitch story ideas. The refined idea will be scripted through two drafts to create a short narrative film script of 5-8 minute duration.

### ASSESSMENT

Case study 1000 words 15%  
The Pitch 800 words 15%  
First draft script 5-8 minute script 25%  
Structural diagram and rationale 500 words 15%  
Second draft script 5-8 minute script 30%.

## ACC308 – NEW WORLDS: INTERSECTIONS OF ART AND SCIENCE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (This unit is available only to students enrolled in A355, A356, A357, A358 or A359)

Unit chair: J Mc Ardle

Prerequisite: Completion of Level two units in a Bachelor of Creative Arts major sequence.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

In this unit art and science are brought together to make New Worlds. The emphasis is on lens-based technology as both scientific instrument and artistic medium. The course will examine the methodologies that construct the worldviews of science and art, and means by which scientific methods can be used for artistic purpose and vice-versa. Pseudo-science, scientific hoaxes, and science fiction and its mythologies are also subject to investigation and creation. Lectures will present examples of artists exploring science and scientists who use or investigate art or discover aesthetic means of visualising data. Photography exists only because of scientific and artistic interest in recording the phenomena of light. Learning the history of its development will provide understandings that can be put to work in the studio practice, and workshops will lead students in technical experimentation. Learning will equip students to make basic scientific documentation by means including microscopy, astro-photography, forensic imaging, as well as to critically analyse scientific claims and visual data. Assignment and folio outcomes are expected to be both artistic and scientific. Collaboration and teamwork will facilitate discovery.

### ASSESSMENT

Preliminary, propositional production 20%,  
Collaborative production assignment 60%, Evaluation paper presentation, resource and research journal 1000 words 20%,

## ACC316 – COLLABORATIVE MAJOR CREATIVE PROJECT

*Offered at: (B, S)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*

*Cohort rule: (Only available to students enrolled in A316, A355, A356, A357, A358 or A359)*

*Unit chair: J Keane*

*Prerequisite: Completion of four credit points of study of level two units from the core units in courses A355, A356, A357, A358 and A359 OR two credit points of study from ALW205, ALW223, ALW225, ALW227, ALW228, ALW240, ALW327, ALW328 for A316 students only.*

*Incompatible with: ACC311, ACC312, ACC313, ACC314*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit, students will work in teams to develop a brief for projects from the creative arts disciplines to be followed through to their realisation. Under staff supervision, each team will undertake the preparation of a project through stages of proposal, conception, research, planning, development and presentation relevant to the disciplinary starting point.

The production of this project will begin with an investigation of the factors affecting the integration of multiple disciplines within collaborative projects, team management principles, research methodology, project development, pre-production and production management. Students will then apply appropriate strategies, creative and management processes in the development and realisation of their ideas.

### ASSESSMENT

Written Component 10%, Presentation 40%, Final Submission 50%

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## ACC707 – DEVELOPING A PROJECT: IDEAS TO SCRIPTS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Anderson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will begin with screenings and analysis of examples of short films appropriate for production in ACC716 Film and Video Major Project. These examples will set some of the narrative, formal and stylistic criteria within which project proposals will be reviewed.

Students will then be taken through a process of self-reflection and resource gathering to find, then pitch, story ideas. The refined idea will be scripted through two drafts in preparation for a live presentation of a representative scene.

Students will complete a comprehensive analysis of short film festivals to identify entry criteria to aid them in the development of a suitable script. This script will then be taken into production in second trimester to produce a festival-ready film for entry into the student's nominated short film festival.

### ASSESSMENT

Case study 1000 words 15%  
 The Pitch 800 words 15%  
 First draft script 5-8 minute script 25%  
 Thematic analysis and structural diagram 500 words 15%  
 Second draft script 5-8 minute script 30%.

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## ACD101 – INTRODUCTION TO CONTEMPORARY DANCE PRACTICE A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Mcleod*

*Prerequisite: Entry by audition*

*Incompatible with: ACD201*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to introduce students with some dance experience to the aesthetic and physical challenges of contemporary dance technique and choreography. The subject combines classes in contemporary dance technique with classes in dance composition. Technique classes, while physically and technically challenging are designed to cater to a broad range of dance backgrounds with the aim of giving students an embodied understanding of key principles of contemporary dance technique.

Practical composition workshops explore physical and conceptual perspectives on choreography and focus on the elements of time, space and energy as they relate to dance. These workshops also aim to foster creativity, spontaneity and innovation through the practice of improvisation and the creation of student choreographic studies. Students also begin to engage with the philosophical issues underpinning contemporary dance technique and practice through specific readings and through viewing the work of contemporary choreographers.

#### ASSESSMENT

On-going assessment in technique classes according to stated criteria 30% (Attendance of at least 90% of practical classes is compulsory). Examined choreographic studies 30%, Essay and Portfolio 40%

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## ACD102 – INTRODUCTION TO CONTEMPORARY DANCE PRACTICE B

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Mcleod*  
*Prerequisite: ACD101 or ACD201*  
*Incompatible with: ACD202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit continues and extends students' examination of the fundamental principles of contemporary dance technique and composition. It aims to provide students with a practical and embodied understanding of current approaches to contemporary dance, further development of students' choreographic experience and continued studies in theoretical and historical perspectives of contemporary dance. Two practical classes per week in contemporary dance technique will extend students' knowledge of kinaesthetic awareness, physical alignment, musicality, spatial awareness and physical control within dynamic and energetic movement phrases. Students will also be introduced to the fundamental principles of contact improvisation. Studies in dance theory and dance technique will explore the impact and influence of contact improvisation on the development of contemporary dance practice since its inception in the early 1970's. In choreographic workshops and assignments, students will explore the development of choreographic content and language in relation to various modes of

representation of the body/self in the context of both solo and group forms.

#### ASSESSMENT

On-going assessment in technique classes according to stated criteria 30% (Attendance of at least 90% of practical classes is compulsory). Examined choreographic studies 30%, Essay and Portfolio 40%

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## ACD105 – BALLET FOR CONTEMPORARY MOVERS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Vincs*  
*Prerequisite: ACD101 or permission of the unit chair on the basis of prior ballet experience.*  
*Incompatible with: ACD205, ACD305*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will examine how ballet technique underpins and complements, but also in significant ways differs from, contemporary dance. Technique classes will address these issues from a practical perspective. Reflective work will provide an opportunity for students to better understand dance technique as a whole, and how it is taught and learnt in different aesthetic contexts.

#### ASSESSMENT

Ongoing assessment in dance technique 60%. Class attendance 20%. Written assessment tasks 20% (800 words equivalent)

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## ACD110 – DANCE IMPROVISATION AND BODY AWARENESS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Mcleod*



*Note: (This unit does not require an Audition)  
Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit offers students an introduction to aspects of contemporary dance practice without the need for extensive training. The emphasis will be on exploring dance through different approaches to improvisation and developing a phenomenal or experiential understanding of the body. It will locate and explore dance practices that focus on the internal and personal experiences of the practitioner, rather than dance 'techniques' which require extensive technical training. Through studio-based lessons in dance improvisation and functional human anatomy (with specific focus on the skeletal system) students will learn ways to 'enliven' or bring awareness to the body, as well as ways to safely and creatively explore movement in dance. Students will also be expected to mobilize their improvisation skills in the live performance context (in class). The practical components aim to extend students' range of movement possibilities and enhance their understanding of the body as an expressive medium. The unit will also reflect on the theoretical and historical perspectives which have created this sub-group of mainstream contemporary dance practice. Central to the unit is the philosophy that dance and performance is accessible to anybody, and that personal experience and creativity can be realized through improvisation.

### ASSESSMENT

On-going assessment of workshop contributions and practical exercises as assessed against stated criteria 20%, essay 1500 words 30%, research project in anatomy 20%, improvised performance as assessed against stated criteria 30%.

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## ACD203 – CONTEMPORARY DANCE PRACTICE AND HISTORY A

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Gardner  
Prerequisite: ACD102*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Like its prerequisite ACD102 this unit will cover the three areas of dance technique, composition and dance history. An experienced member of the wider dance community or faculty member will present further physical challenges in dynamic range, clarity of alignment and functional understanding in dance technique classes. Composition workshops will explore the choreographic potential in movement creation and transmission. Readings in dance history will focus on ways in which modern dance creation and performance during the twentieth century have intersected with wider social and cultural issues.

### ASSESSMENT

Ongoing development in contemporary dance technique according to stated criteria 35%; two assessed choreographic studies 35%; one essay of 2000 words 30%.

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## ACD204 – CONTEMPORARY DANCE PRACTICE AND HISTORY B

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Gardner  
Prerequisite: ACD203*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Like its prerequisite ACD203 this unit will cover the three areas of dance technique, composition and dance history. An experienced member of the wider dance community or faculty member will work in technique classes to build students' understanding of transfer of weight, anatomical alignment, modulation of dynamics and complexity of rhythms and forms. Composition classes will explore individual anatomical and physical motivation and imagination for movement creation and execution, in small group contexts. Readings in dance history will focus on the conditions, nature and experience of modern and post-modern dance groups.

### ASSESSMENT

Ongoing development in contemporary dance technique 35%, one assessed choreographic study 35%, essay 2000 words 30%

## ACD206 – DANCE PRODUCTION AND ANALYSIS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Mcleod*  
*Prerequisite: ACD203*  
*Corequisite: ACD204*  
*Incompatible with: ACD306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to the choreographic processes involved in creating a new dance work for performance and the development of performance skills. It provides a preparation for collaborative performance projects undertaken at third year level. The unit will provide students with an introduction to the choreographic processes by which new work is made and realised as a public performance; the development of skills in dance performance; the ability to engage with new choreographic languages in the rehearsal process; and an introduction to the technical requirements of mounting a dance performance. It must be taken concurrently with ACD204 Contemporary Dance Practice and History B.

### ASSESSMENT

Performance examination 40%, contribution to the rehearsal process 15%, contribution to production tasks 15%, research paper, 2,000 words 30%.

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## ACD211 – DANCE AND TECHNOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Vincs*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the concepts and principles of dance and technology. The unit aims to provide students with an understanding of the strategic uses of technology in dance as a means of documenting and marketing dance, and as an

emerging choreographic medium in its own right. Dance's relationship with technology extends from the relatively 'low tech' realm of video documentation of performances to more 'high-tech' contexts such as real-time processing, sensor systems and motion capture. This unit will address the strategic uses of technology in dance from two distinct but interrelated perspectives. The first is the important role digital technology plays in enabling dance artists to create high quality portfolios and show reels of their work, and to generate video and still images that will effectively represent, brand and market their work for publicity, grant applications or employment opportunities. The unit will provide students with an understanding of, and basic skills in, use of readily available 'desk-top' technologies so that they can create their own portfolios throughout the dance course and beyond.

The second perspective is the extension of these techniques to create choreographic and performance environments. This unit will provide students with a studio-based introduction to creating these kinds of hybrid performance/technology environments.

### ASSESSMENT

Research exercise in interactive performance, 1000 words equivalent, 20%  
 Practical interactive choreography assignment, 60%  
 Practical assignment in digital documentation, 10%  
 Practical assignment in digital archiving, 10%

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## ACD306 – DANCE PRODUCTION AND ANALYSIS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Lang*  
*Prerequisite: ACD203*  
*Corequisite: ACD308*  
*Incompatible with: ACD206*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to the choreographic processes involved in creating a new dance work for performance and the development of performance skills. It provides a preparation for collaborative performance projects undertaken at third year level. The unit will provide students with an introduction to the choreographic processes by which new work is made and realised as a public performance; the development of skills in dance performance; the ability

to engage with new choreographic languages in the rehearsal process; and an introduction to the technical requirements of mounting a dance performance. It must be taken concurrently with ACD308 Choreographic Research and Performance.

#### ASSESSMENT

Performance examination 40%, contribution to the rehearsal process 15%, contribution to production tasks 15%, research paper 2500 words 30%

## ACD307 – SPECIALISED TECHNIQUE AND DANCE PERFORMANCE

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* S Gardner  
*Prerequisite:* ACD204 or equivalent studies approved by the Unit chair.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Students will undertake regular technique classes which increasingly refer to resources for building kinaesthetic imagination and articulation. These resources can include developmental movement, ideokinesis, and release technique. Composition workshops introduce experimental approaches used by post-modern dance artists in the second part of the twentieth century. Readings in dance history also focus on this period.

#### ASSESSMENT

Ongoing progress and development in contemporary dance technique and contribution to choreographic workshops 35%; two assessed composition assignments 35%; one essay of 2500 words 30%.

## ACD308 – CHOREOGRAPHIC RESEARCH AND PERFORMANCE

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* S Gardner  
*Prerequisite:* ACD307

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Students will undertake regular technique classes which increasingly refer to resources for building kinaesthetic imagination and articulation. These resources can include developmental movement, ideokinesis, and release technique. Students will design and carry out individual choreographic research projects comprising a performance work and accompanying written exegesis. Through self-directed reading and consultation with the Unit Chair, students will write an exegesis which contextualises and reports on their choreographic process in relation to available research in the field.

#### ASSESSMENT

Ongoing progress and development in contemporary dance technique and contribution to choreographic workshops 45%; choreographic research project (practical and essay) 55%

## ACD711 – DANCE AND TECHNOLOGY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* K Vincs  
*Incompatible with:* ACD211

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit introduces students to the concepts and principles of dance and technology. The unit aims to provide students with an understanding of the strategic uses of technology in dance as a means of documenting and marketing dance, and as an emerging choreographic medium in its own right. Dance's relationship with technology extends from the relatively 'low tech' realm of video documentation of performances to more 'high-tech' contexts such as real-time processing, sensor systems and motion capture.

This unit will address the strategic uses of technology in dance from two distinct but interrelated perspectives. The first is the important role digital technology plays in enabling dance artists to create high quality portfolios and show reels of their work, and to generate video and still images that will effectively represent, brand and market their work for publicity, grant applications or employment opportunities. The unit will provide students with an understanding of, and basic skills in,

use of readily available 'desk-top' technologies so that they can create their own portfolios throughout the dance course and beyond.

The second perspective is the extension of these techniques to create choreographic and performance environments. This unit will provide students with a studio-based introduction to creating these kinds of hybrid performance/technology environments.

#### ASSESSMENT

Research exercise in interactive performance, 1000 words equivalent, 20%  
 Practical interactive choreography assignment, 60%  
 Practical assignment in digital documentation and archiving, 20%

Assessment 2: Audience analysis research project 30%  
 Audience analysis research for creative enterprise/project/product, incorporating trends in the local/regional/international creative industry sector – 1500 words

Assessment 3: Oral/written presentation 40%  
 Audience analysis and strategies for building arts audience for creative enterprise/project/product – incorporates written and oral report – equivalent 1500 words

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## ACE701 – DEVELOPING ARTS AUDIENCES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Johanson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the growth of the creative economy and its economic, political and social significance to the creator. It tracks changes in the composition and location of the creative industries through technological trends and convergence. It encourages students to reflect on how these influences have affected their own areas of creative endeavour. It examines the arts audience and trends in the local, regional and international patterns of cultural literacy and consumption, as they affect creative projects. It identifies current research tools and resources examining the role of the arts audience as arts consumer and also in some contexts as creator. It incorporates strategic targeting of arts consumers for cultural tourism and export possibilities. It considers how to build an arts audience in creative enterprises, within the context of an analysis that identifies and targets the arts audience for a stipulated creative project.

#### ASSESSMENT

Assessment 1: Research assignment 30%  
 Research into current trends and future strategic directions of the creative economy, incorporating relevant economic, social, legal and/or political issues. 2000 words

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## ACE704 – CREATIVE ENTERPRISE INCUBATOR

*Offered at: (B, X)*  
*Credit point(s): 4*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*  
*Unit chair: K Le Rossignol*  
*Prerequisite: ACE701, ALJ724 or ALR715 and approval of project by Unit Chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit offers students the opportunity to focus on their business concept/project to the point of developing it into a creative enterprise or finished production. They will experience the driving force of creative entrepreneurship and immerse themselves in the dynamics of building their creative concept into a business model ready for investment and consumer distribution.

Two mentors will act as coaches, one in the development of the creative concept of product, and one in the building of the business model. Students will have access to a dedicated incubator space on the Burwood campus, or may choose to work within their own enterprise space or an equivalent virtual incubator space.

#### ASSESSMENT

Students will submit to a team of industry professionals/investors and mentors their business model and finalised project concept (including production of final draft folio where appropriate) in written and oral form equivalent to 20,000 words, 100%.

## ACE705 – CREATIVE INCUBATOR A

Offered at: (B, X)

Credit point(s): 2

Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.250

Unit chair: K Le Rossignol

Corequisite: One of: ACE701, ALJ724, or ALR715

Incompatible with: ACE704

Note: 1) Students wishing to undertake ACE704/5/6 need to submit a proposal to the Unit Chair for approval. If project is approved, the Unit Chair will negotiate mentors and supervisors with the student depending on the project/creative enterprise.

2) XA result until ACE706 Creative Incubator B completed.

3) On campus study incorporates scheduled meetings with mentors in studio environment, at negotiated times. This could include on campus at Burwood, in student's studio/workplace or in virtual environment. This unit enables students to undertake a Creative Incubator over two trimesters. It is paired with ACE706. Students will submit an initial creative project/business proposal identifying aims, approach, organization and creative enterprise context. This outline is a hurdle requirement. Students will develop a full research plan developed from their initial creative project/business proposal, indicating the relevance of that plan to their own creative project. The format of the research plan will be negotiated with their mentor, and will form a part of the final submission in ACE706.

### CONTENT

This unit enables students to undertake a Creative Incubator over two trimesters. It is paired with ACE706. Students will submit an initial creative project/business proposal identifying aims, approach, organization and creative enterprise context. This outline is a hurdle requirement. Students will develop a full research plan developed from their initial creative project/business proposal, indicating the relevance of that plan to their own creative project. The format of the research plan will be negotiated with their mentor, and will form a part of the final submission in ACE706

### ASSESSMENT

Students enrolled in ACE705 will complete a 5000 word Research Plan with up to 5000 word redrafted creative project/business proposal. Their results will be held over until they have completed ACE706, when they will submit their completed project and business/project plan.

## ACE706 – CREATIVE INCUBATOR B

Offered at: (B, X)

Credit point(s): 2

Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.250

Unit chair: K Le Rossignol

Prerequisite: ACE705

Note: 1) Students wishing to undertake these units need to submit a proposal to the Unit Chair for approval. If project is approved, the Unit Chair will negotiate mentors and supervisors with the student depending on the project/creative enterprise.

2) On campus study incorporates scheduled meetings with mentors in studio environment, at negotiated times. This could include on campus at Burwood, in student's studio/workplace or in virtual environment. This unit, paired with ACE705 Creative Incubator A, enables students to undertake a Creative Incubator project over two trimesters. Projects may involve creative outputs combined with a business plan, a production schedule and/or other tool supporting commercialisation of the creative project/enterprise. Students enrolled in ACE706 will complete a full project plan for a creative enterprise, including the research required to develop marketing, organisational, financial and strategic growth planning.

### CONTENT

This unit, paired with ACE705 Creative Incubator A, enables students to undertake a four credit point Creative Incubator project over two trimesters. Students will determine the content of their concept proposals/projects/creative enterprises through negotiation and consultation with their mentors. Projects may involve creative projects combined with a business plan, a production schedule and/or other planning tool. For this unit, they will be the equivalent of a 9000–10000 word final draft presentation compiled into the final oral/written presentation of the 20,000 word creative enterprise project.

### ASSESSMENT

Final assessment includes: Oral presentation to panel: 30 minutes incorporating demonstration or illustration of creative project concept and its commercial sustainability.

Written presentation 15,000–18,000 words (incorporating ACE705 assessment material) – full research outline and project plan for commercialising a creative business/project.

## ACE707 – IMAGING FOR MEDIA

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Mc Ardle*

*Note: It is recommended that students have their own digital SLR (single lens reflex) camera.  
Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to photographic production for a variety of media and contexts and will facilitate technical and conceptual skills in photography. Consideration will be given to professional, creative and vocational contexts.

Students will begin with an introduction to the digital SLR camera, basic Photoshop correction, photographic file management and output, including an introduction to the large format printer.

The second part of the unit examines documentary photography. Students will explore photography as a storytelling medium and produce a photo essay in their local community. Key issues of narrative and the combination of text and image will be explored. Students will also examine law and ethics for photographers and the importance of cultural sensitivity, copyright and model release.

The third part of the unit focuses on photographic production for the client driven image. Topics to be addressed include editorial photography, advertising, magazine layout, working with a design team, self-promotion and professional agencies and memberships.

### ASSESSMENT

Documentary Photo Essay 50%  
Photographic Design 50%

## ACG101 – DESIGN FUNDAMENTALS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (This unit is available only to students enrolled in course A328, A355, A356, A357, A358, A359, A365 or S331)  
Unit chair: M Kelly*

*Corequisite: It is recommended students undertake this unit and ACG103 as prerequisites to all other Graphic Design units.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the development of ideas through brainstorming and creative thinking techniques. Consideration will be given to the craft elements used in design such as paper folding, scoring, the creation of 3D shapes, texture and mark making. Students will develop conceptual skills through the generation of interesting ideas that will be presented and discussed with their peers in a supportive class environment. Topic areas include; the art and craft of design, mark making, 3D shape, paper construction, idea generation and problem solving.

### ASSESSMENT

Assessment 1) 25% design project  
Assessment 2) 25% design project  
Assessment 3) 25% research project  
Assessment 4) 25% design project

## ACG102 – DESIGN AND TYPOGRAPHY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (This unit is available only to students enrolled in A328, A355, A356, A357, A358, A359, A365)  
Unit chair: M Kelly  
Prerequisite: For students commencing from 2011: ACG101 and ACG103*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Typography is an essential component to visual communication and this unit will explore the theory and application of type. Exploration will cover the use of grids, forms and structures, the anatomy of typefaces, font families, font designers and typeface design and include considerations and implications of selecting and applying typography to a variety of design solutions.

**ASSESSMENT**

Assessment 1) 30% research project  
 Assessment 2) 30% design project  
 Assessment 3) 40% design project

**ACG103 – DESIGN SKILLS**

Offered at: (B)  
 Credit point(s): 1  
 Offerings: Trimester 1 and Trimester 2

EFTSL value: 0.125  
 Cohort rule: Student must be enrolled in course A328, A355, A356, A357, A358, A359 or S331.

Unit chair: M Bates

Corequisite: It is recommended students undertake this unit and ACG101 as prerequisites to all other Graphic Design units.

Contact hours: 3 hours per week

Note: Students will be required to attend tutorials for 3 hours per week and will be required to do work outside of Deakin for approximately 5 hours per week. This unit is a combination of practical skills and theory exploring the design elements and principals.

**CONTENT**

This unit introduces students to the digital tools necessary for visual communication design. Students will be introduced to the Adobe imaging suite. Consideration will be given to the theoretical concepts and implications of digital technology as they relate to other art and design processes. Techniques including digital mark making, graphic illustration, text layout and colour composition explored through practical projects. Topic areas will include the following: vector based image making, fonts and symbols, signage and info graphics, converting from pixel to vector image, scanning, layout design for print and introduction to colour theory.

**ASSESSMENT**

Assessment 1) 20% assessable exercises  
 Assessment 2) 40% design project  
 Assessment 3) 40% design project

**ACG104 – EVOLUTION OF CONTEMPORARY ART AND DESIGN**

Offered at: (B)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Cohort rule: (Only available to students enrolled in A355, A356, A357, A358, A359 or A365)

Unit chair: J Zika

Prerequisite: For students commencing from 2011: ACG101 and ACG103

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

Students will focus on the evolution of contemporary visual communication through the history of art and design. This unit will investigate the overlaps between historical and contemporary art and design movements and encouraging students to explore the influences they have on our contemporary creative world. Topic areas will include the history of printing, the origins of abstraction, decoration and culture, photographic techniques in design, symbols and language, modernism, postmodernism and digital culture. Students will be required to research creative producers from a wide range of time periods and disciplines including ancient civilisations, modernist theorists and contemporary designers.

**ASSESSMENT**

Assessment 1) 25% design project  
 Assessment 2) 25% design project  
 Assessment 3) 25% research project  
 Assessment 4) 25% design project

**ACG203 – PACKAGING DESIGN**

Offered at: (B)  
 Credit point(s): 1  
 Offerings: Trimester 1

EFTSL value: 0.125  
 Cohort rule: (This unit is available only to students enrolled in A328, A355, A356, A357, A358, A359)

Unit chair: A Tong

Prerequisite: For students who commenced their course prior to 2011: AAV144 or ACG102

For students commencing from 2011: ACG101 and ACG103

Incompatible with: AAV245

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on packaging and its associated considerations such as issues of the environment, waste and sustainability and the most effective use of materials and forms. Following a critique of old aesthetic traditions and today's market, students will explore modern forms and cohesive collections to develop innovative packaging ideas and solutions. This will involve negotiation and relation with industry for production and manufacture. In addition, students will investigate Point of Sale and retail merchandising and will enter the Southern Cross Packaging Awards Competition.

### ASSESSMENT

Assessment 1) 20% design project  
Assessment 2) 30% design project  
Assessment 3) 50% research and design project

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## ACG204 – DESIGN AND SOCIETY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (This unit is available only to students enrolled in A328, A355, A356, A357, A358, A359)  
Unit chair: A Tong  
Prerequisite: For students who commenced their course prior to 2011: AAV245 or ACG203  
For students commencing from 2011: ACG101 and ACG103  
Incompatible with: AAV246*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will explore the areas of icons, signage and way-finding systems. Students will be expected to be reasonably fluent in the Adobe Publishing Suite and will actively research contemporary and historical aspects of visual communication and commercial design as it relates to modern society. Students will be presented with design issues and develop methods and strategies for the generation and production of effective solutions. Topic areas will include map and navigation systems and research into and development of public service campaigns. Students will explore designing for interactivity in environments such as the web (basic HTML and CSS) and examine interactive design

workflows. The fundamentals of designing HTML-based web pages and prototypes with the skills of other applications (Photoshop & Illustrator) will be addressed incorporating concepts of way-finding into the web platform.

### ASSESSMENT

Assessment 1) 25% research and design project  
Assessment 2) 25% design project  
Assessment 3) 50% research and design project

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## ACG207 – PROFESSIONAL PRACTICE IN DESIGN

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Student must be enrolled in course A328, A355, A356, A357, A358, A359 or S331.  
Unit chair: A Tong  
Prerequisite: For students commencing from 2011: ACG101 and ACG103  
Contact hours: 2 hours per week*

*Note: Students will be required to attend tutorials for 2 hours per week and will be required to do work outside of Deakin for approximately 5 hours per week*

### CONTENT

This unit will concurrently explore two topic areas. The first is the professional role of a designer in industry considering their many extended roles and responsibilities. Areas discussed will include liaison with printers, copyright law, freelance contracts, and production considerations as well as issues associated with clients, deadlines and publications. The second topic area will focus on prepress file set up and the production of self-promotional material. Students will develop their own self-promotion material and a portfolio as well as discuss topics such as interview tips, employment issues and presentation skills.

### ASSESSMENT

Assessment 1) 25% design project  
Assessment 2) 25% design project  
Assessment 3) 25% research project  
Assessment 4) 25% design project



## ACG208 – BRANDING DESIGN

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2 and Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: Student must be enrolled in course A328, A355, A356, A357, A358, A359 or S331.*  
*Unit chair: M Bates*  
*Prerequisite: For students who commenced their course from 2011: ACG101 and ACG103*  
*Contact hours: 2 hours per week*

*Note: Students will be required to attend tutorials for 2 hours per week and will be required to do work outside of Deakin for approximately 5 hours per week*

### CONTENT

This unit will focus on the considerations of branding strategies in visual communication design. Branding theories and practices reflect on marketing, positioning, business practices, visual consistencies, stakeholders and design issues. These topic areas will be explored through a redesign program and the designing of a variety of applications to position and strengthen branding strategies.

### ASSESSMENT

Assessment 1) 25% design project  
 Assessment 2) 25% design project  
 Assessment 3) 25% research project  
 Assessment 4) 25% design project

## ACG305 – DESIGN PRACTICE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Bates*  
*Prerequisite: For students who commenced their course prior to 2011: ACG203*  
*For students commencing from 2011: ACG207 and one of ACG208 or ACG204*  
*Incompatible with: AAV347*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will consider the broader applications of graphic design and visual communication in a multi-faceted contemporary environment. Students will be provided with a range of design problems and briefs from a variety of arenas such as typography, identity,

branding and publication and will be required to choose four to complete. The choice of briefs will allow students to develop their folio with demonstrated skills in selected areas of focus. In an interdisciplinary context, students will investigate the consideration and implications of the cultural appropriation of technologies and design applications. Students will experiment and develop outcomes and solutions that include but are not limited to installation, projection, experiential, spatial, time-based and site-specific work. Students will research designers and artists who work within an interdisciplinary context on both a local and international stage, developing an alternative methodology that creates unique models of production. Students will test and apply their methodology, enabling them to produce work that engages the community, recipients and market on an innovative and interesting level.

### ASSESSMENT

Assessment 1) 25% design project  
 Assessment 2) 25% design project  
 Assessment 3) 25% research project  
 Assessment 4) 25% design project

## ACG307 – GLOBAL DESIGN STRATEGIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (This unit is available only to students' enrolled in course A328, A355, A356, A357, A358, A359 or S331)*

*Unit chair: M Kelly*  
*Prerequisite: For students who commenced their course from 2011: ACG207 and one of ACG204 or ACG208.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on a global perspective to visual communication design. Students will be introduced to more conceptual considerations of graphic design by exploring design in this broader context. Discussions will include the impact of stakeholders and the recipient in relation to the communication process, as well as the social and ethical responsibilities of designers to understand the impact of their design solutions. Students will be expected to conduct independent research to create individualistic design solutions for a cultural organization in a country or culture other than their own. Students will be required to position their submissions with a detailed

understanding of the cultural significance of their work, supported by detailed research to defend their design decisions. Research will include structured analysis visual communication strategies and detailed analysis of the current design climate.

### ASSESSMENT

Assessment 1) 15% design project  
 Assessment 2) 35% research project  
 Assessment 3) 25% design project  
 Assessment 4) 25% presentation project

## ACM101 – STILL IMAGES

*Offered at:* (B, S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, S) or Trimester 2 (B)

*EFTSL value:* 0.125  
*Previously coded as:* AAM151  
*Cohort rule:* (Only available to students enrolled in an Arts or Arts combined course)  
*Unit chair:* T Bolatagici

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides students with an introduction to photographic practice and camera handling techniques using 35mm format. Students will study the work of Australian and international photographers with consideration to both historical and contemporary practice. The prescribed assignments will allow students to reflect the skills, concepts and ideas discussed in lectures, tutorials, gallery visits and readings, as well as providing the opportunity for students to develop and express their own views and concepts.

Students enrolled in ACM101 are advised to obtain their own manual 35mm camera with the following specifications:

- Manual controls (you must be able to change the aperture and shutter speed)
- Built in light meter
- Standard lens (approx. 50mm)
- Hot shoe or synch point for flash unit

A number of cameras are available for a limited short term loan from the School of Communication and Creative Arts.

### ASSESSMENT

Two preliminary projects 30%, Thematic project and 250 word statement 20%, Major project and 500 word statement 40%, Exhibition review 500 words 10%

## ACM102 – PIXEL TO PRINT: DIGITAL IMAGING 1

*Offered at:* (B, S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B) or Trimester 2 (B, S)

*EFTSL value:* 0.125  
*Cohort rule:* (Only available to students enrolled in an Arts or Arts combined course)  
*Unit chair:* T Bolatagici

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*Quotas apply to this unit.*

### CONTENT

This unit examines the photo-based image as a cultural, social and technical artefact. It examines representation in the digital and analogue realms. Production techniques include digital photography – both referent-based and non referent-based subjects, digital montage, conceptualisation, conceptual approaches and virtual realities. Production activities are designed to develop visual and digital literacy and photo compositing software skills with an emphasis on high quality output and presentation for screen and print. This unit encourages the development of a range of skills including:

- basic digital photography
- image retouching
- colour correction
- use of layers and masks
- scanning reflective and transmissive materials
- technical and creative photo-compositing
- preparing images for screen-based viewing and print
- conceptual and creative photography
- typography and the relationship between text and image
- critical and intellectual analysis

### ASSESSMENT

Four production assignments/research assignments worth 20%, 20%, 30% and 30%.

## ACM111 – SOUND, LIGHT, MOTION

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (Only available to students in Bachelor of Contemporary Arts – Media Arts or Bachelor of Film and Digital Media.)  
Unit chair: J Cumming  
Prerequisite: ACM112

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will enable students to:

- develop skills in film and video design, production and teamwork
- safely and creatively operate film and video production equipment
- demonstrate an understanding of tone, contrast, perspective and montage
- design shots and scenes with attention to lighting, camera movement and the relationship between sound and image
- locate resources that support film and video production including specialist journals, monographs, audio-visual and online publications
- use appropriate terminology and diagrams to describe and analyse the technical and creative elements of imaginative filmmaking.

Through practical exercises, this unit explores the evocative and denotative power of tone, perspective, montage and transition in both moving image and aural composition. During workshops, camera, microphone, and lighting technique will be practiced in dynamic studio and location situations. By building folios of practical exercises, the student will establish a foundation of skill in film and video production. Folio reports will draw on independent research and help to build the analytical skills necessary to further work in this field.

### ASSESSMENT

Health and Safety hurdle: Students will be required to undertake workshops in the safe use of electrical and mechanical filmmaking equipment, and to pass a test of safe operational competence before embarking on practical assessment tasks for this unit.

Practical workshop tasks: Exercises to test skill development and technical knowledge acquisition 20%, Folio assignment 1 30%, Folio assignment 2 50%

## ACM112 – WRITING WITH THE CAMERA

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.125  
Cohort rule: (Only to students enrolled in A358 Bachelor of Film and Digital Media in trimester 1. Available to students enrolled in an Arts or Arts combined course in trimester 2)  
Unit chair: E Baulch

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics will include:

- digital video camera operation and handling
- manual and automatic control of exposure and focus
- shot framing and composition
- camera movement
- preparing to shoot
- shooting techniques
- visual language
- cinematography and style
- the role of the cinematographer
- recording and working with audio in digital video
- basic editing techniques.

### ASSESSMENT

Topic tests 20%, Folio 1 30%, Folio 2 50%

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## ACM116 – SCREEN PRACTICES

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in the Bachelor of Arts (Media and Communication) who commenced prior to 2008 or the Bachelor of Film and Digital Media or Bachelor of Creative Arts courses  
Unit chair: S Wilmot

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit examines the issues and practices associated with film and video production. It explores the ways in which film and video production practices have developed from their historical traditions to their contemporary practices. Topics to be addressed in this unit include: film and video histories; forms, genres, narrative, documentary and experimental practices in relation to mise-en-scene, cinematography, editing and sound.

**ASSESSMENT**

Assignment #1: Storyboard 25%, Analysis 25% (1000 words)

Assignment #2: Storyboard 25%, Analysis 25% (1000 words)

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## ACM120 – MOVING PICTURES: SCREENING FILM HISTORY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in the Bachelor of Arts, Bachelor of Arts (Media and Communication) or Bachelor of Creative Arts courses*  
*Unit chair: L Marvell*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will introduce key aspects of the history and development of film language, style and genres through a survey of seminal works and influential movements. This may include: Early Cinema, German Expressionism, Hollywood Classicism, French Impressionism and Surrealism, Soviet Montage, British Cinema, Hollywood Studio system, other studio systems, Italian Neo-Realism, Japanese Cinema, Indian Cinema, French New Wave, German New Wave, Direct and Cinema Verite, New American Independence and emerging cinemas.

**ASSESSMENT**

Two online tests 10% each, Tutorial presentation 30%, Major essay 2000 words 50%

## ACM132 – INTRODUCTION TO ANIMATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365.*  
*Unit chair: D De Bruyn*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This introductory unit surveys the history of analogue and digital animation. The aim is to critically assess through practice and theory the suitability of these techniques and strategies for contemporary use such as advertising, film titles, trailers, short films and web sites. This unit develop skills for critically assessing current multi-platform animation practices. Production tasks develop skills in the creative use of digital video cameras for animation through time-lapse, stop-motion and the retrieval and compilation of online images. Students are encouraged to visit local digital art events and animation screenings as part of this process.

**ASSESSMENT**

Review 20%  
 Production tasks 40%  
 Research assignment (1500 words) 40%

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## ACM133 – ANIMATION BASICS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365 and available to students in S327, S331, S333, S375, S334, S326 and S377.*  
*Unit chair: R Woodcock*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to introduce students to the basic principles of the craft of animation. Equal emphasis will be on creative and conceptual development within the context of building a foundation for technical and visual

problem solving skills. Students work with a range of technologies, both digital and conventional. Aspects covered will include 2D animation techniques such as stop motion and Flash, recording and manipulating sound and video footage, and rotoscoping.

#### ASSESSMENT

Exercises 20%, Essay 20%, Animation Workbook 20%, Project 40%

## ACM138 – 3D ANIMATION 1: SCREEN SPACE, LAYOUT, LANDSCAPE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359, A365, S326, S327, S331, S333, S334, S375, S377*

*Unit chair: L Torre*

*Incompatible with: ACM238*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will explore technical, aesthetic and conceptual aspects of 3D computer animation, focusing on virtual space and its distinctive spatial properties. A number of practical projects will approach 3D animation from an experimental perspective and develop production flow processes. Emphasis will be on modelling, surface properties, texturing, lighting and camera to create unique environments and narratives. These methodologies are designed to foster a unique and creative focus of exploration and production.

#### ASSESSMENT

Research essay 800 words 20%, Folio of original works 60%, Research journal 20%

## ACM202 – ADVANCED DIGITAL IMAGING

*Offering information: This unit commences in Trimester 2 2012. This unit will be offered in Trimester 2 and Trimester 3 in 2012 and will be offered in Trimester 1, Trimester 2 and Trimester 3 from 2013.*

*Offered at: (B, S)*

*Credit point(s): 1*

*Offerings: Trimester 1 (commences 2013), Trimester 2 and Trimester 3*

*EFTSL value: 0.125*

*Unit chair: J Mc Ardle*

*Prerequisite: ACM102*

*Contact hours: 3 hours per week/ 1 lecture and 2 tutorial*

*Note: Subject to demand and laboratory space available*

#### CONTENT

This unit will examine what is 'behind the screen'; the history, contemporary use, techniques and constructs of the digitally mediated image in a convergent new media context. Advanced camera craft and options for RAW file capture will be introduced enabling sophisticated image processing and fine printing techniques. Students will conduct some activities through the construction of an online identity in experiments with the uncanny and with representation. Ethical, social and political implications of digital imaging will be examined.

#### ASSESSMENT

About face 15%

Not all the same 15%

Mixed balance 15%

Online identity 40%

Test of knowledge and understanding 15%

## ACM203 – PHOTOGRAPHIC PRACTICE

*Offered at: (B, S)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, S) or Trimester 2 (B)*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course or the Bachelor of Education in Primary)*

*Unit chair: R Drummond*

*Prerequisite: ACM101*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students are introduced to medium format cameras, hand held exposure meters, black and white processing and printing. Topics include low-light techniques, advanced exposure and folio production procedures. Media output includes silver-based and digital. Emphasis is placed equally on technical refinement coupled with conceptual and editing skills. Students will also be shown approaches for researching and presenting a tutorial paper on some facet of the history of photography.

### ASSESSMENT

Assessment 1: 50%, Assessment 2: 50%

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## ACM204 – CONTEMPORARY PHOTOGRAPHY

*Offering information: An enrolment quota applies to this unit.*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*

*Unit chair: R Drummond*

*Prerequisite: ACM101 and ACM102*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on photography in the context of Australian and international contemporary art. Students will undertake a number of practical exercises including the development of a folio project. Students will also present a research paper reflecting issues and ideas discussed in lectures and seminars as well as critiquing current exhibitions. Working methods and equipment choice will be dictated by the project and students may choose from a range of camera formats including digital, medium format and 35mm colour or black and white. Critique sessions will be held regularly to discuss work in progress and offer feedback to students.

### ASSESSMENT

Assessment 1, 50%; Assessment 2, 50%

## ACM207 – ADVANCED IMAGING

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*

*Unit chair: D Armstrong*

*Prerequisite: ACM101, ACM102, ACM203*

*Corequisite: ACM203*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit extends the knowledge and learning achieved in ACM102 and ACM101 and compliments the knowledge and learning achieved in ACM203 by introducing a range of professional and alternative formats, as well as further development of digital and analogue practices and rationalising the application of these formats. Students will undertake a number of appropriate production projects including digital, large format camera, instant materials, primitive cameras, colour systems and large-scale print output.

### ASSESSMENT

Two Production assignments (2 x 25%) 50%  
Research paper and presentation 25% 1250 words  
Journal 1250 words 25%

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## ACM213 – GENRE FORM AND STRUCTURE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*

*Unit chair: S Wilmot*

*Prerequisite: Students who commenced prior to 2008 must complete two credit points in ACM111, ACM112 or ACM116. Students commencing from 2008 must complete ACM111, ACM112 and ACM116*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will enable students to develop methods and approaches of realising ideas into film and video texts and in forming and structuring recorded material into creative works. It will require students to demonstrate understandings of the language of film and video and to locate filmic form and structure within the discourses of genre, style and aesthetic practice.

The unit will begin by covering topics such as teamwork and team management, consensus decision making, collaborative idea development and film production management. This will provide the context in which students will make a 5 to 6 minute production, shot on digital film and post-produced using digital picture and sound editing systems. Through this production, students will be required to review and analyse their working methods and their production, to make judgements about the feedback they receive and to develop appropriate responses.

**ASSESSMENT**

Written reviews 1300 words 30%, Production accountability peer review 20%, Production planning and execution 50%

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## ACM217 – DOCUMENTARY PRODUCTION PRACTICE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Wilmot*

*Prerequisite: ACM112*

*Incompatible with: ACM317*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The topics to be addressed in this unit include: contemporary practices, audiences and institutions, modalities of documentary, power and ethics in documentary practice; distinctions between documentary, news, infotainment, and other non-narrative forms; the identification of source material including archive material, and production techniques specific to documentary making.

**ASSESSMENT**

Coverage Exercise 10%

Written Submission: Pitch, Proposal and Treatment 30%

Peer/Self Assessment 20%

Documentary Production 40%

## ACM225 – EFFECTS, GRAPHICS AND COMPOSITING

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365.*

*Unit chair: R Woodcock*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to develop skills in the techniques of creating, manipulating and interacting with images and sound through the use of special effects and titling. The aim is to understand the range of possible outcomes provided by new and emerging digital production methods such as motion graphics. Topics covered will include strategies for integrating disparate source material, audio and video systems, sampling and sequencing, the nature of computer based and non-computer based outputs.

Exercises in the creation of various digital content will be accompanied by research into the way such disparate content is used across mediums.

**ASSESSMENT**

Research reviews 20%, Exercises 20%, and Major production 60%

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## ACM226 – INTERNET ARTS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: This unit is available only to students who commenced prior to 2008 and is subject to approval. Please contact the Burwood Student Support office for advice.*

*Unit chair: A Bruch*

*Prerequisite: ACM101 and ACM102, OR ACM111 and ACM112, OR ACM132 and ACM133*

*Incompatible with: ACM126, ACM326*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores artistic development using the global network environment: producing and publishing work (with still images, moving images and sound), artistic collaboration and research. It also addresses the analysis and critique of issues related to Net Art encompassing social, cultural, artistic, economic and ethical concerns. Students will develop skills, strategies and a working knowledge of appropriate software for online work.

**ASSESSMENT**

Exercises 30%, Research essay 1500 words 40%, Creative project 30%

**ACM236 – SCREEN PRACTITIONERS**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*  
*Unit chair: A Woodruff*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit examines film and video practitioners and their practices. Topics to be addressed in this unit include: different screen practitioners and their approaches to their work and working practices; collaborative relationships with other creative artists, differences between individual and collaborative strategies; artist's statements and their forms; philosophical and political considerations and influences; and the impact of historical and contemporary cultural contexts.

**ASSESSMENT**

Interview (2000 words) 50%, Script (2000 words) 50%

**ACM237 – TV STUDIO PRODUCTION**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*  
*Unit chair: E Baulch*

*Prerequisite: Students who commenced prior to 2008 must have completed ACM111. Students who commence from 2008 onwards must have completed ACM112.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit enables students to develop an understanding of the principles and practices of television studio production. By examining the context and evolution of historical and contemporary production practices, students will develop understandings of the operations and creative possibilities associated with studio production genres. Projects and exercises will be collaborative and group based with the emphasis placed on the development of pre-production planning, production management and studio production skills.

Topics will include:

- an overview of the histories of broadcast, corporate, and community television practices
- an analysis of television studio production styles and genres
- the relations between pre-production and production process
- studio procedures, technical roles and crew responsibilities
- the collaborative process between cast and crew

**ASSESSMENT**

Online quizzes 20%  
Minor Project tasks 25%  
Major Project tasks 55%

**ACM239 – DIGITAL ANIMATION**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365 and S326, S327, S331, S333, S334, S375, S377.*  
*Unit chair: D De Bruyn*  
*Prerequisite: One level 1 or level 2 Animation unit from: ACM126, ACM132, ACM133, ACM138, ACM225, ACM238, ACM240, ACN108, ACN203, AMC202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

This is a project-based unit in which students undertake a short individual and group animation focusing on character development and lip-sync with a documentary animation focus. The project allows for a combination of 2-D animation techniques of choice (e.g. stop-motion, time-lapse, collage, and puppetry) and the use of software programs of choice (e.g. Final Cut Pro, I-Stopmotion, Flash) to develop complex production pathways for cinema release. The unit particularly emphasises skills in the preparation of professional pre- and post-production scripts and utilises animation storyboards.

**ASSESSMENT**

Exercises 30%, Research essay 1000 words 25%, Animation project and storyboard 45%

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## ACM240 – 3D ANIMATION 2: CHARACTER AND PERFORMANCE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in A328, A355, A356, A357, A358, A359 or A365 and available to students in S326, S327, S331, S333, S375, S334, S326 and S377.*  
*Unit chair: L Torre*  
*Prerequisite: ACM138*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This intermediate 3D computer animation course deals with character design, creation and motion in a 3D computer animation environment. The course concentrates on the technical skills required to model and rig a 3D character, and develops those necessary to analyse and animate movement on a ready-made 3D character. The focus will be on realistic movement and the credible illusion of life.

**ASSESSMENT**

Research essay 800 words 20%, Folio of original works 60%, Research journal 20%

## ACM308 – DELIVERING MOVING IMAGES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365 and available to students in S327, S331, S333, S375 S334, S326 and S377.*  
*Unit chair: D De Bruyn*  
*Prerequisite: Completion of two credit points of level two units*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a project-based unit focusing on DVD authoring. Concepts of navigation and interactivity are explored with reference to key works, events, artists and critical texts, including new delivery systems such as Stereoscopy. Individual interactive projects are developed and produced from these foundations.

**ASSESSMENT**

Review 30%, Storyboard 10%, Exercises 15%, and Project 45%

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## ACM317 – DOCUMENTARY PRODUCTION PRACTICE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is offered to continuing Film and Video major sequence students only.*  
*Unit chair: S Wilmot*  
*Prerequisite: ACM213*  
*Incompatible with: ACM217*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will enable students to develop an understanding of how documentary texts claim and are read as 'truth', practice techniques of concept development and creative teamwork, demonstrate advanced skills in film, video and sound production, to work with the range and diversity of approaches to

the use of 'actuality' in media, and locate the claims made by and for documentaries within wider critical discourse. Topics to be addressed include contemporary practices, audiences and institutions, modalities of documentary, power and ethics in documentary practice; distinctions between documentary, news, entertainment, and other non-narrative forms; the identification of source material including archive material; and production techniques specific to documentary making.

#### ASSESSMENT

Documentary film proposal and treatment 1600 words 40%, AND documentary project 60% OR essay 3400 words 60%

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## ACM318 – INDEPENDENT PRODUCTION PRACTICE

*Offering information: An enrolment quota applies to this unit.*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*

*Unit chair: J Cumming*

*Prerequisite: ACM217*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the issues, practitioners and practices associated with independent film and video production. It provides an opportunity for students to research, devise and direct an independent project. Students will develop skills in the presentation of their research and productions to audiences.

Topics to be addressed in this unit include: notions of independence, difference, personal and communal production including diary, abstract, associational, essay and activist forms; the relations between independent production and other art forms, philosophies and social movements. Each student will take responsibility for a specific aspect of a group research presentation. Practical projects will be individual work with students assisting each other as crew.

#### ASSESSMENT

Tests 20%, Research presentation 20%, Major project 60%

## ACM327 – ADVANCED ANIMATION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in A300, A328, A355, A356, A357, A358, A359 or A365 and S326, S327, S331, S333, S334, S375, S377.*

*Unit chair: L Torre*

*Prerequisite: One level 2 Animation unit from: ACM225, ACM239, ACM240, ACN203, AMC202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This is a project based unit that brings together the tools and skills developed from earlier units and integrates these elements at a more refined and professional level. Special focus will be given to production schedules and paths specific to working with Digital Animation. Student will be asked to focus on a specific area of animation for their main project both in terms of technique and delivery which must be completed to publication stage. Exercises centre on developing and refining this main project.

#### ASSESSMENT

Pitch 800 words (early trimester) 20%, Project script 1200 words (mid trimester) 30%, Project (end trimester) 50%

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## ACM328 – SHIFTING FOCUS: EXPERIMENTAL PHOTOGRAPHY AND CREATIVE PRACTICE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in an Arts or Arts combined course)*

*Unit chair: D Armstrong*

*Prerequisite: ACM207*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Photography was born through the unification of art and science. It has a rich history of experimentation, serendipity, subversive and synthetic approaches to

the medium and its content. This unit encourages students to reflect upon the process of experimentation within creative practice and its implications with respect to aesthetics, style and content. Avant-garde and experimental photography and the convergence of photography (both analogue and digital) with other mediums such as painting, sculpture, installation and sound will be investigated in both a historical and contemporary international and Australian context. Students will undertake an in depth experimental investigation during the production of a substantial creative work. Topics in this unit include:

- the history of avant-garde and experimental photography
- the convergence of photography and other mediums in both a historical and contemporary context
- review in Australian and international contemporary experimental photographic practice
- the desire for the cutting edge: experimental art and the individual practitioners desire for originality and style in a Modern and Post-Modern context.

#### ASSESSMENT

Preliminary project 20%, Research paper 1500 words 20%, Major project: 60%

## ACM335 – STUDIO AND PROFESSIONAL PHOTOGRAPHY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* J Mc Ardle  
*Prerequisite:* ACM203, ACM207  
*Incompatible with:* ACM235

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

In this unit students are shown how the Photographic Studio is a constructed and stylised space separate from the external found world. The studio offers a potential for synthetic visualization plus an element of experiential and professional practice not found in other units. From its origins of portrait painting, through the post-war period of creative advertising and arriving in the contemporary tableau and psycho-dramatic style, studio photography is a technical and artistic discipline for students with professional and creative aspirations.

Topics in this unit include:

- The conventions of the portrait: formal, informal, experimental and nude.
- Lighting set-ups
- Lens and camera choice
- Still-life and table-top techniques
- Tableau and constructed space.
- The found studio.
- Genre recreation.

#### ASSESSMENT

Lighting Workshop 20%, Genre Recreation 20%, Research Paper: Origin and Contemporary (1000 words) 20%, Studio Project: production and criticism 40%

## ACM337 – CREATIVE ARTS INTERNATIONAL PROJECT OR STUDY TOUR

*Offered at:* X-OS  
*Credit point(s):* 1  
*Offerings:* Trimester 1, Trimester 2 or Trimester 3

*EFTSL value:* 0.125  
*Unit chair:* S Wilmot

*Note:* (i) This unit will only be offered for activities organised by Deakin.

(ii) Students must have approval of the unit chair prior to enrolling in this unit.

(iii) Students will need to fund their own travel and accommodation costs on activities undertaken in this unit.

(iv) This unit may not be offered every trimester, only when the opportunities are available.

#### CONTENT

This unit allows students to develop knowledge and skills through experiential learning in international situations.

The learning occurs through programs and projects that are organised by Deakin staff such as:

- In-country study tours. Such tours are conducted by Deakin staff, usually during non-teaching periods.
- In-country educational programs not covered under exchange agreements. Student participation in these programs is coordinated by Deakin staff in conjunction with partner educational institutions outside Australia.
- Other projects or programs that may arise from time to time.

#### ASSESSMENT

Preparation Paper (1000 words) 20%  
Journal or field report (1500 words) 30%  
Essay (2500 words) or creative work 50%

## ACM701 – GLOBAL MEDIA AND WAR

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Star*  
*Incompatible with: AIR724*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is an interdisciplinary enquiry into explanations of the relationship between media and war, and struggles for diverse representations in relation to entertainment industry agendas and politically influenced or controlled media. Historical developments in global media representations of conflicts are studied alongside contemporaneous fictional war images in visual popular culture. Spun by protagonists and reported by newsmakers using global information technologies, war and suffering readily become infotechwars and commercial media spectacle. These issues are considered alongside the psycho-social dynamics of audience interpretations and responses and the influence of alternative and independent anti/war media and practices. Topics include the military's use of video war-games to train combatants, information and surveillance wars, the CNN effect, compassion fatigue and amnesia, and whether mediated violence has become a central constitutive element in personal and group identities like nation and responsibility. Viewing films, television and video games is required.

### ASSESSMENT

Tutorial presentation (20%); Research Essay, submitted in two parts: Part 1. Proposal, 800 words (20%), Part 2. Essay 3500 words, (60%)

## ACM702 – DIRECTING: TECHNIQUES AND AESTHETICS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Anderson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The topics to be addressed include:

- text, script and scene analysis;
- styles and methods of historical and contemporary directors;
- casting, rehearsal and recording techniques;
- performance for the camera; and
- collaborations between cast and production crew.

### ASSESSMENT

Project treatment 500 words (mid trimester) 10% A fully researched concept for a short production.

Comparative research essay 1000 words (mid trimester) 20% An analysis of historical and contemporary issues, practices and directors.

Production projects 5–10 minutes (end of trimester) 40%

Production report 1500 words (end of trimester) 30% An evaluation of the Production Project, contextualized in relation to other practices and practitioners.

## ACM703 – CINEMATOGRAPHY

*Offering information: This unit will not be offered 2012, re-offered 2013.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Anderson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- The role of the cinematographer
- How cinematography contributes to the 'writing' of the film
- Camera equipment, testing and operation
- Lighting equipment, testing and operation
- Safety on set
- Lens theory and shot composition
- Exposure theory and principles of lighting design
- Visual interpretation from script to screen
- Operation and management of a camera crew
- Collaboration with other production personnel.

**ASSESSMENT**

Folio 1 Exercises [45%] Critical analysis essay 1,500 words [20%] Folio 2 [35%]

**ACM704 – FILM AND VIDEO EDITING**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Wilmot*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be addressed in this unit include:

- script preparation, documentation and planning,
- decoupage and montage,
- graphic, rhythmic, spatial and temporal relationships between shots,
- picture and sound relationships,
- continuous, parallel and iterative structures,
- editing principles and techniques,
- editing systems,
- offline and online approaches.

**ASSESSMENT**

Research Paper 1200 words, 20%  
 Four Editing Exercises worth 20% each: Maintaining Spatial and Temporal continuity; The Classic Editing Style Discontinuous Time; Ellipse Editing Overlay and Illustration; Associational Forms The Narrative Arc; Sequences and Structure.

**ACM710 – FILM BUSINESS**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: E Baulch*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will examine the role of the producer in realising film and video projects, tracking the process from idea development through scripting, preproduction, production, postproduction and distribution. Identifying industry practices and standards in the areas of creative decision making, funding, management, legal issues, insurance and occupational health and safety that impact on production planning and execution. Students will develop their own creative ideas for a short film into a viable production plan.

**ASSESSMENT**

Industry Body Analysis – 500 words, 10% Research a government body or professional organization and their role in the industry (advanced knowledge and understanding of the key issues in the relevant discipline area)

Project Pitch – 1000 words, 20% Oral presentation of project idea and creative approach (effective communication of knowledge and understanding to audiences within or outside the discipline area, including the wider community)

Project Proposal – 2500 words, 50% A written proposal including a treatment or script, industry standard budget, production schedule and plan, development notes and supporting material (independent planning, management and reporting of a clearly defined and articulated project, creativity in solving complex problems, ability to collaborate with others in a shared pursuit of knowledge, commitment to ethical and sustainable practices)

Distribution and Marketing Strategy – 1000 words, 20% A researched plan for the marketing and distribution of the project with reference to the intended audience and how they will be reached (intellectual curiosity and motivation for independent thinking, autonomous learning and reflective professional and personal practice)

**ACM712 – WRITING WITH THE CAMERA**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: E Baulch*  
*Incompatible with: ACM112*  
*Contact hours: 3 hours per week – 1 lecture and 1 practical*

**CONTENT**

- Digital video camera operation and handling;
- Manual and automatic control of exposure and focus;
- Shot framing and composition;
- Shooting techniques;
- Visual language;
- Cinematography and style;
- The role of the cinematographer;
- Recording and working with audio in digital video; and
- Basic editing techniques

**ASSESSMENT**

Topic Tests: 20%  
Folio 1 30%  
Folio 2 50%

Through this production, students will be required to review and analyse their working methods and their production, to make judgements about the feedback they receive and to develop appropriate responses.

**ASSESSMENT**

Line Producer Evaluation 1, 15%, 750 words.  
Line Producer Evaluation 2, 15%, 750 words.  
Peer Assessment, 20%.  
Film Plan, 20%, 1000 words per team member.  
Film Execution, 30%, Completed 5 minute film with self assessment.

**ACM713 – GENRE FORM AND STRUCTURE**

*Offered at: (B)*  
*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Wilmot*  
*Prerequisite: ACM712*

*Incompatible with: ACM213*  
*Contact hours: 4 Hours per week. One 2 hour seminar and one 2 hour workshop*

*Note: The assignment and assessment work in this Unit is undertaken by participation in a team that produces a short film. Team membership is established in the first week and assessment tasks begin immediately. Students must attend week one classes to guarantee a place in the Unit.*

**CONTENT**

The learning, assignment work and assessment task of this Unit is the process of making a film as a 'total system'. The work will be undertaken in teams that are established in week one. This team will then take responsibility for maintaining the high standard of its work and for identifying and collecting the technical and conceptual resources required to make the project it has devised. The team will then undertake the planning, organising and execution of preproduction, production and post-production.

The unit will begin by covering topics such as teamwork and team management, consensus decision making, collaborative idea development and film production management. The production will be shot on 16mm film or high-definition video and post-produced using digital picture and sound editing systems.

**ACM716 – BUILDING CREATIVE TEAMS**

*Offering information: Not offered 2012. Re-offered 2013.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Le Rossignol*

*Note: Stream A is recommended for students enrolled in the Graduate Certificate, Graduate Diploma and Masters in Film and Video, who wish to explore project-based learning in Film Projects: proposals, pitches, marketing/distribution and production planning (previously ACM710 Film Business). Stream B prepares students for creative industries project development in areas of arts performance/exhibition/festival events/promotion, including project planning, arts marketing and creative multidisciplinary team collaborations.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

**Stream A**  
This stream will examine the role of the producer in realising film and video projects, tracking the process from idea development through scripting, preproduction, production, postproduction and distribution. The stream will identify industry practices and standards in the areas of creative decision making, funding, management, legal issues, insurance and occupational health and safety that impact on production planning and execution. Students will develop their own creative ideas for a short film into a viable production plan. They will present a written proposal including a treatment or script, industry standard budget, production schedule and plan, development notes and supporting material.

**Stream B**

This stream will involve students working in small groups to develop a creative project/event. Projects may include, for example, a showcase festival event, a virtual/real exhibition, and a creative industry event launch. The stream will identify industry requirements in working in collaborative teams, project planning and problem solving for creative industries projects, including budgetary and reporting procedures. The workplace-based project will incorporate teams in creative concept development for a client, marketing and promotion, managing the event/production and evaluating/measuring the effectiveness of the outcome.

**ASSESSMENT**

Stream A: Project pitch (oral) 20%  
Written proposal 60%  
Distribution/marketing plan 20%

Stream B: Project report presentations and documentation 60%  
Final written project evaluation 40%

- Techniques of propaganda and persuasion in the short form
- The design and creation of multi-layer messages and meaning in audio-visual media
- Creating, and working creatively to, a tightly specified, research-based brief
- Writing, producing and directing short format film and video to a budget and a time-line
- The production process: development, pre production, production, post production and delivery

**ASSESSMENT**

Tests on prescribed reading 20%;  
Minor team TVC project 10%;  
Major team TVC project. Team presentation of a folio of three versions of a television commercial of 15, 30 and 60 seconds duration. Assessment includes scheduled presentation of a concept pitch, script, storyboard, rough-cut, fine-cut and final-cut 50%  
Research into an aspect of the television commercial production industry: an oral report and written summary of key points and references (1000 words) 20%

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## ACM717 – TELEVISION COMMERCIAL PRODUCTION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Cumming*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The television commercial (TVC) is a significant screen industry activity that is used to promote products, services ideas and brand identities. TVC producers draw upon ideas and techniques from all genres of film and video making and often seek to turn social values and trends to the benefit of their corporate clients. The unit aims to provide students with experience of design and production in this short format, within the discipline of client briefs and tight schedules. The practical skills and knowledge gained should enhance student's capacity to critically analyse television advertising and better understand its social, political and cultural function.

Topics to be addressed in this unit include:

- The TVC form and its sub-genres including social advocacy and community service announcements
- The structure of the television advertising industry, its client base, professions and creative teams

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## ACM718 – DOCUMENTARY METHODS AND THEORY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Wilmot*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit students will undertake the production of a documentary either initiated by them or offered by external organisations. This production will be undertaken in teams using appropriate strategies for collaboration in creative teams. This process will include the development of a proposal encompassing an exploration of the sources of documentary ideas, individual perspectives, the relationship between themes and social institutions and balancing the needs of sponsors and audiences. Treatments will be developed through several drafts that respond to feedback and critique. Students will then plan, schedule and shoot their productions. The post-production process will involve regular critical screenings through which students will explore the formal and structural demands of documentary story-telling.

**ASSESSMENT**

Completed Documentary 50% Documentary Proposal and Treatment (1500 words) 30% Skill and Project Development Exercises 20%

**ACM723 – VISUAL RESEARCH: THEORY AND METHODOLOGY**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2\**

*\* Not offered 2012, re-offered 2013.*

*EFTSL value: 0.125*

*Unit chair: L Marvell*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit addresses the specific needs of students researching visual culture, and in particular students pursuing research in film & video, animation and photography. The unit will examine the notion of the “iconic turn” within the contemporary interdisciplinary research field as well as situate the importance of photographic and cinematographic research in the early 21st century. Theories of the image will be examined from the Renaissance up until the theories associated with 20th century Modernism and Postmodernism. Various methodological approaches to the study of visual culture will be outlined and specific case-studies examined in detail.

This examination will serve as the scholarly background that will enable students to conceive, plan and execute their own creative research project to a very high level.

Students will create and complete their own research project within their discipline area, a project that will help to prepare them for further research associated with the Masters degree.

**ASSESSMENT**

Minor Research Project 2500 words or equivalent 50%  
Research Presentation 1000 words or equivalent 30%  
Reading Report 500 words 20%.

**ACM725 – EFFECTS, GRAPHICS AND COMPOSITING**

*Offered at: (B)*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Woodcock*

*Incompatible with: ACM225*

*Contact hours: 1 workshop 2 hours per week*

**CONTENT**

The unit aims to develop skills in the techniques of creating, manipulating and interacting with images and sound through the use of special effects and titling. The aim is to understand the range of possible outcomes provided by new and emerging digital production methods such as motion graphics. Topics covered will include strategies for integrating disparate source material, audio and video systems, sampling and sequencing, the nature of computer based and non-computer based outputs. Exercises in the creation of various digital content will be accompanied by research into the way such disparate content is used across mediums.

**ASSESSMENT**

Research Reviews, 20%.

Exercises, 20%.

Major production 60%.

**ACM727 – MEDIA DESIGN**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Rashleigh*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to provide students with an understanding of the use of images and design principles in the context of the digital environments of multimedia and entertainment. This unit introduces the fundamentals of graphic design, including design processes, visual aesthetics, conceptual development and colour theory, as they are applied to issues of communication in electronic media. The principles and practice of interface design for new technologies will be introduced by way of practical projects and written assignments. Course content will also focus on the ethical considerations confronting those engaged in



creation of visual media content. Allied subject such as visual symbols and typography will also be examined by way of lecture and tutorial participation.

#### ASSESSMENT

Four practical assignments each 400-500 words 70%, research essay 2000 words 30%.

## ACM733 – MY STORY: AUTOBIOGRAPHICAL AND EXPERIMENTAL VIDEO PRODUCTION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Goddard*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the issues, practitioners and practices associated with autobiographical and experimental film and video production. It provides an opportunity for students to research, devise, and direct a subjective screen-based media arts project.

Topics to be addressed in this unit include: narrativity, subjectivity and representation; memory and reflective autobiographical memoir; personal production forms such as the diary, essay, travelogue, and direct address to monologue; the performative role of the director; the uses of re-enactment and reconstruction; the mediating impact of the camera; the relations between writing, sounds and images; and the future of digital screen practices.

#### ASSESSMENT

Project treatment 500 words 10%, comparative research essay 1000 words 20%, production project 5–15 minutes 40%, and production report 1500 words 30%.

## ACM737 – CREATIVE ARTS INTERNATIONAL PROJECT OR STUDY TOUR

*Offered at: X-OS*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.125*

*Unit chair: S Wilmot*

*Note: (i) This unit will only be offered for activities organised by Deakin.*

*(ii) Students must have approval of the unit chair prior to enrolling in this unit.*

*(iii) Students will need to fund their own travel and accommodation costs on activities undertaken in this unit.*

*(iv) This unit may not be offered every trimester, only when the opportunities are available.*

#### CONTENT

This unit allows students to develop knowledge and skills through experiential learning in international situations.

The learning occurs through programs and projects that are organised by Deakin staff such as:

- In-country study tours. Such tours are conducted by Deakin staff, usually during non-teaching periods.
- In-country educational programs not covered under exchange agreements. Student participation in these programs is coordinated by Deakin staff in conjunction with partner educational institutions outside Australia.
- Other projects or programs that may arise from time to time.

#### ASSESSMENT

Preparation Paper (1000 words) 20%

Field report (1000 words) 20%

Essay (3000 words) or creative work with exegesis (1000 words) 60%

## ACN108 – HISTORY OF INTERACTIVE ENTERTAINMENT

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Woodcock*

*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will examine how interactive entertainment has emerged from and been shaped by various cultures since recorded history. In the study of games

and modes of interactivity, students will attempt to define the essential ingredients and the experience of play – as such, students are expected to play games and report on their findings. The unit considers what can be learned from the iconography, technical design and modes of play associated with various games, and provide an opportunity for analysis of play through reference to key theories of game-play and ‘game culture’. The unit incorporates game play from ancient times to the 21st Century, and includes examination of new handheld devices that not only play games, but display photos, movies, calendars and even wirelessly browse the Internet. Importantly, the unit speculates on the future of games and game-play, while encouraging reflection on the games played in ones’ own childhood.

Wholly online, the unit allows students to utilize the Internet as well as local resources such as libraries, museums and even toyshops and flea markets. It is expected that students will research and review the games in their collection, document the various experiences involved in playing them, and put their own experiences and observations into the context of critical theory. The unit explores (through online discussion and assigned research activities) the various meanings we can associate with ‘play’, ‘game’, and ‘interactivity’. As definitions of ‘play’ and ‘interactivity’ continue to be shaped by various sub-cultures and technologies that emerge from developments in the entertainment (games) industry, the unit is an opportunity to understand and appreciate this universal form of human activity in the contemporary context.

#### ASSESSMENT

Research exercise 40% – Write a research report on your experiences of specific games and modes of interaction, using the methodology suggested.

Essay OR Proposal 60% – Either write an essay on one of the topics listed, OR write a proposal for a new type of game or interactive entertainment product.

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## ACN203 – DIGITAL STUDIO

*Offering information: An enrolment quota applies to this unit.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (Only available to students enrolled in A328, A355, A356, A357, A358, A359, A365, S326, S327, S331, S333, S334, S375, S377)  
Unit chair: A Bruch*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will be required to undertake development work within groups and on an individual basis. These projects will provide students with practice in the identification and analysis of opportunities and specifications for the implementation of interactive new media products. All projects will be supervised by a member of academic staff and wherever possible and practicable will be drawn from the real needs of clients in the workplace. This unit will also provide direct interaction between students and professionals currently working in the information technology industry in the form of guest appearances. It aims to engender attitudes that assist students in the development of abilities and skills, enabling responsible and professional behaviour. The pedagogic methodology utilised will ensure the development of life-long and independent learning skills and an awareness of the broader social implications of information technology, including relevant legal and ethical issues over the three years of the degrees.

#### ASSESSMENT

Individual assignment 20%  
Minor exercises 20%  
Journal 15%  
Group presentation 30%  
Digital journal 15%

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## ACN305 – STUDIO 3A

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (Only available to students enrolled in the Bachelor of Interactive Media)  
Unit chair: A Bruch*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will enhance their understanding of the development process, the techniques, tools and products used in the design and development of predominantly film, sound and video-based products, CD and DVD products, although other forms of creative expression will be permitted after negotiation with the unit chair. The principal focus of this unit will be on using a range of interactive media tools to create user-driven interactive content for application in areas

such as games, education and corporate profiling. Management and control of the development process will be emphasised to strengthen the skills, knowledge and abilities mastered in ACN203 in the previous year.

#### ASSESSMENT

Practical assignments and project work 100%

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## ACN310 – CHOREOGRAPHING DIGITAL SPACE

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Vincs*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit deals with 'choreographing' how images exist and move in real and virtual space. The unit provides students with an opportunity to work on a large-scale collaborative project using the motion capture facilities of the Deakin Motion.lab. In this unit, students from the Creative Arts and the Information Sciences and Multimedia work together to design and realize an interactive game/performance/installation system, drawing on their collective skills in motion capture, animation, game design, performance, choreography and stage design. The design brief incorporates a consideration of the technical and aesthetic issues involved in choreographing movement in real, screen and cyber space, the aesthetics of interactive systems, the usability of physical interfaces and embodied perspectives on digital technology. The project also involves a consideration of the real-world applications of interactive systems and encourages students to reflect upon how original design work could be marketed and positioned commercially.

Along with students undertaking studies in motion capture, the unit welcomes students from visual arts, film and video, photography, dance, drama, information technology, animation, multimedia, programming, information technology and game design disciplines, to participate in the collaborative enterprise.

#### ASSESSMENT

Group project in design for a performative, web or screen-based digital environment 40%, Group presentation, written, electronic and/or oral/performative, marketing the group's design to appropriate clients (e.g. commercial companies, non

profit organisations or arts funding bodies) 30%, Individual learning self-assessment 2000 words 30%

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## ACP101 – PRINCIPLES OF LIVE PERFORMANCE

*Offering information: Enrolment quota applies to this unit.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Jacobs  
Incompatible with: ACP201*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to the fundamental principles of live performance, and establishes strategies through which they can begin to create their own theatrical work. Practical workshops will focus on vocal, movement and ensemble skills; extending ideas of what constitutes theatre/drama; the study of various approaches to creating and performing characters and scenes; and to the art of comedy.

Students will keep a journal, review performances, and analyse the relationship between these performances and their own learning.

#### ASSESSMENT

Practical exercises 60%, short essay 1500 words 20%, class work and journal 20%.

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## ACP109 – IMPROVISATION AND THE ACTOR

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (Only available to students enrolled in the Bachelor of Creative Arts (Drama))  
Unit chair: S Fisher*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit offers students a framework within which to explore a range of approaches to the practice of performance improvisation. Practical components of the course will address historical and contemporary improvisational techniques, ranging from the archetype-based satire of the Commedia Dell'Arte (and its extended use in sub-genres of satire and farce), to contemporary applications in contexts such as theatre sports and stand-up comedy. Particular attention will be paid to the difference between improvisation as performance, and improvisation as part of performance-making processes such as the rehearsal of written playtexts or filmed narratives. Theoretical and historical perspectives will be provided through the analysis of the working methods of notable practitioners in the field, and of the relationship to the genres, material conditions, cultures and historical contexts in which they were developed.

**ASSESSMENT**

Ongoing assessment of workshop contributions and practical exercises as assessed against stated criteria 20%.

Essay 1200 words 30%.

Improvised performance as assessed against stated criteria 30%.

Documentation, reflection and analysis in journal form 20%.

Through practical workshops and seminars, students will explore theories of acting from key figures in the modern era, such as Stanislavski, Brecht, Benedetti and Schechner. Particular focus will be placed on questions of the boundaries between self and character, outside-in versus inside-out methods of constructing character, analysis of actor-training methods, comparison between Western and Eastern definitions and training of actors, and the differential demands of performance for stage and screen.

**ASSESSMENT**

Practical exercises as assessed against stated criteria 50%, Seminar presentation of case study 1200 words 30%. Documentation, reflection and analysis in journal form 20%

**ACP110 – THE PARADOX OF THE ACTOR**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Only available to students enrolled in the Bachelor of Creative Arts (Drama))*

*Unit chair: L Morris*

*Prerequisite: ACP109*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to address certain paradoxes which arise in the practice and theory of acting, particularly in the context of modern drama. Unit content proceeds from a consideration of Diderot's definition of the paradox of the actor as one of double consciousness in that the actor must nightly express emotions while creating the illusion of spontaneity.

**ACP177 – MODERN AND POSTMODERN DRAMA**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G D'Cruz*

*Prerequisite: ACP101*

*Incompatible with: ACP277, ACP308*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This subject studies the relationships between modernism, postmodernism and the Western drama of this century, so that students will be closely familiar with the main authors, forms and geopolitical sites that constitute the mainstream of the modern and postmodern paradigms of theatre and drama. The unit explores contemporary theories of the stage and identifies the problems involved in thinking of drama as both text and stage performance. It will also examine the political and cultural dimensions of theatre and drama in the modern and postmodern periods.

**ASSESSMENT**

Assessment One research essay (2000 word) 40%

Seminar/workshop presentation 20%

Performance review 40%.

## ACP205 – PERFORMANCE FOR ALTERNATIVE SPACES

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Fisher  
Prerequisite: ACP101 and ACP177 or ACP102  
Incompatible with: ACP305

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Beginning with the question, 'When does an ordinary space become a performance arena?' this unit will provide a program of lectures and workshops which explore a series of definitions of space: locational, social, interactional, relative space, and proxemics. The principles discovered through the preliminary stage of the unit will be applied through a series of small performance tasks set in alternative performance spaces, and established techniques and theatrical elements used in outdoor performance will be closely considered. The unit will provide a comparative study between studio-based performance techniques and the demands inherent in performance-making processes for external settings.

### ASSESSMENT

Research essay 1500 words 30%, performance task 1, 30%, performance task 2, 40%.

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## ACP206 – PROCESSES OF REALISATION

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Morris  
Prerequisite: ACP101 and ACP177 or ACP102  
Incompatible with: ACP306

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Through the close study of a selected dramatic text, students will apply methods of textual analysis, and processes for the realisation of text as performance. The application of both Structuralist and post-

Structuralist readings of text to issues of authorial intent, directorial strategies, and the problematics of conventional modes of acting will be considered. Students will undertake a case study of an artist or company working in the field of contemporary cross-cultural performance. The continuum between the 'performing self' and the 'constructed character' will be analysed, drawing on examples from contemporary performance practice in areas of monodrama and stand-up comedy.

### ASSESSMENT

Case study analysis report 1600 words 40%, solo performance project 40%, documentation and notation of performance project 20%.

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## ACP279 – THE INTEGRATED PERFORMER

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: L Morris  
Prerequisite: ACP101 and ACP177  
Incompatible with: AAP325, ACP307, ACP379

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

In order to develop individual performance skills in the areas of vocal production and movement, and to extend their expressive range as performers, students will undertake technique classes, participating in activities designed to strengthen the management of breath, vocal tone, range and articulation, and to explore the spectrum between spoken and sung text. A number of vocal training techniques drawn from the methods of outstanding contemporary vocal trainers will be applied to a range of performance problems including approaches to poetic text, choral work, characterisation, accent, monologue and soundscape

### ASSESSMENT

Monologue exercise and notation 20%, Vocal study for three voices and notation 20%, Shakespeare monologue 20%, Demonstrated acquisition of technical skills 40%.

Assessment will be criteria-based.

## ACP280 – PERFORMANCE, TEXT, REALISATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G D'Cruz*  
*Prerequisite: ACP279 or ACP379*  
*Incompatible with: ACP203*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- the nature of dramatic language,
- play- structure and theatrical style,
- the ways in which these work together to create dramatic meaning.

Emphasis will be given to further development of individual performing skills and to enhancing students' understanding of technical theatre and of various production tasks to be undertaken under the supervision of the technical staff.

### ASSESSMENT

Written research task (1000 words) 20%  
 Design and Production Tasks 30%  
 Rehearsal Process, Performance and Documentation 50%

## ACP305 – PERFORMANCE FOR ALTERNATIVE SPACES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (This unit is available only to students enrolled in the Bachelor of Education (Primary) or combined Teaching/Arts courses)*  
*Unit chair: S Fisher*  
*Prerequisite: ACP102 or ACP177*  
*Incompatible with: ACP205*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Beginning with the question, 'When does an ordinary space become a performance arena?' this unit will provide a program of lectures and workshops which explore a series of definitions of space: locational, social, interactional, relative space, and proxemics. The principles discovered through the preliminary stage of the unit will be applied through a series of small performance tasks set in alternative performance spaces, and established techniques and theatrical elements used in outdoor performance will be closely considered. The unit will provide a comparative study between studio-based performance techniques and the demands inherent in performance-making processes for external settings.

### ASSESSMENT

Research essay 1500 words 30%, performance task 1, 30%, performance task 2 (including written reflective analysis) 40%.

## ACP306 – PROCESSES OF REALISATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (This unit is available only to students enrolled in the Bachelor of Education (Primary) or combined Teaching/Arts courses)*  
*Unit chair: Y Prior*  
*Prerequisite: ACP102 or ACP177*  
*Incompatible with: ACP206*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Through the close study of a selected dramatic text, students will apply methods of textual analysis, and processes for the realisation of text as performance. The application of both Structuralist and post-Structuralist readings of text to issues of authorial intent, directorial strategies, and the problematics of conventional modes of acting will be considered. Students will undertake a case study of an artist or company working in the field of contemporary cross-cultural performance. The continuum between the 'performing self' and the 'constructed character' will be analysed, drawing on examples from contemporary performance practice in areas of monodrama and stand-up comedy.

**ASSESSMENT**

Case study analysis report 1600 words 40%, solo performance project 40%, documentation and notation of performance project 20%.

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## ACP323 – OUT OF THE BOX: THEATRE PRACTICE IN ALTERNATIVE CONTEXTS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G D’Cruz*  
*Prerequisite: ACP278 or ACP378*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The content of this unit is designed to explore the ways in which performance theory, methodology and skills can be extended and applied in a range of non-traditional performance contexts, of which theatre is but one. Weekly lectures will explore contemporary practice and theory associated with ‘applied drama’, exposing students to the work of significant practitioners in the area, such as community theatre, drama and disability, theatre for young people, theatre in education, developmental drama and the application of performance techniques for training purposes in a range of contexts. Students will work in teams to develop a performance, event or performance-based program designed for specific contexts such as schools, community groups or training programs.

**ASSESSMENT**

Development and presentation of brief (group task) 20%, performance or performance-based practical project 60%, critical evaluation of project 1000 words 20%.

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## ACP378 – OUT OF THE ETHER: DEvised PERFORMANCE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: ACP204*

*Unit chair: Y Prior*  
*Prerequisite: ACP279 or ACP379*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students will normally complete this unit at third level, except by arrangement with the unit chair. The unit will have two components. In the first component, students will examine the work of influential practitioners in the field of group-devised performance. In the second component of the unit, students will work collaboratively on developing their own devised piece, based on the model of one leading practitioner’s work. The students will work as a group under the supervision of the lecturer.

**ASSESSMENT**

Contribution to group performance 70%,  
 Documentation 1200 words 30%

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## ACP411 – THEORY INTO PRACTICE A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Gardner*  
*Incompatible with: AAP494, AAM493, AAV493*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students undertaking this unit will consider discipline based theories and their relationship to contemporary art practice. They will be expected to explore concepts and theories that will critically inform the development of their folio work and promote the maturing of a personal expression and idiom. A proposed program will be negotiated with the Unit Chair who will assign an appropriate staff supervisor or supervisors to whom the student will be responsible. The program enables students to develop and work in a research-by-practice model that will be the foundation for further work.

**ASSESSMENT**

Art work/production 80%  
 Critique paper and journal (2,000 words) 20%

## ACP412 – THEORY INTO PRACTICE B

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Gardner  
Incompatible with: AAP494, AAM493, AAV493

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students undertaking this unit will consider discipline based theories and their relationship to contemporary art practice. They will be expected to explore concepts and theories that will critically inform the development of their folio work and promote the maturing of a personal expression and idiom. A proposed program will be negotiated with the Unit Chair who will assign an appropriate staff supervisor or supervisors to whom the student will be responsible. The program enables students to develop and work in a research-by-practice model that will be the foundation for further work.

### ASSESSMENT

Art work/production 80%  
Critique paper and journal (2,000 words) 20%

## ACT102 – CRITICISM, NARRATIVE AND CONTEXTS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: S Redmond  
Incompatible with: ACT202, ACH203

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will enable students to develop an understanding of contemporary modes of analysis and criticism with emphasis on the generic narrative conventions in visual, media and performance texts, the implications for design and production, the cognitive strategies demanded of audiences, and the nature of the interaction between audiences and texts. Students will explore the strengths and limitations of a range of critical frameworks and shifts, for example, from positivist and formalist theories to structuralist,

poststructuralist, feminist and postmodernist perspectives, with detailed analysis and examination of a wide range of visual, media and performative texts and their audiences.

### ASSESSMENT

Mixed media narrative exercise: 30%  
Essay/report: reading narrative in a public context 30% (1,500 words)  
Research/critical analysis essay 40% (2,000 words)

## ACT104 – ART AND TECHNOLOGY

Offered at: (B, S)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: R Haysom  
Incompatible with: ACT204, ACT304

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit examines contemporary art within a framework of art philosophies, utopian discourses, and radical critiques of technology and society. It reviews pre-industrial convergences of art and technology; looks at nineteenth century developments relating to early photography and reproduction; and explores avant-garde use of twentieth century electronic and photographic technologies, including video, film, holography and computer, as expressive, performative and critical mediums challenging conventions of representation, subjectivity, time, movement and space, while developing new aesthetics and formal languages and problematising notions of creativity, originality and intention. It also investigates ideas that technology frames art and is itself a subject of art.

### ASSESSMENT

Essay 1: 1000 words (20%)  
Essay 2: 1500 words (40%)  
Visual research assignment (1500 words equivalent) (40%)



## ACT203 – ART AND THE POLITICS OF CENSORSHIP

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G D'Cruz*  
*Incompatible with: ACT303*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the relationship between art and censorship, with a particular focus on transgressive performers, visual artists and film directors who have invoked the concept of 'artistic license' to defend their work against charges of sedition, obscenity or blasphemy. The unit will provide students with the analytical skills to critique the social, institutional, and discursive rules that operate within censorship dates. Topics include censorship and citizenship, art and pornography, censorship and popular culture, propagandist art, censorship and race, culture jamming, 'hactivism' and internet censorship. The unit also includes case studies of the following artists; Andres Serrano, Annie Sprinkle, David Lynch, David Cronenberg, Eminem, and Augusto Boal.

### ASSESSMENT

Detailed case study of an artist whose work has been censored or subject to threats of censorship 1500 words 40%, seminar presentation 500 words 10%, research essay 2000 words 50%

## ACT303 – ART AND THE POLITICS OF CENSORSHIP

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G D'Cruz*  
*Incompatible with: ACT203*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the relationship between art and censorship, with a particular focus on transgressive performers, visual artists and film directors who have invoked the concept of 'artistic license' to defend their work against charges of sedition, obscenity or blasphemy. The unit will provide students with the analytical skills to critique the social, institutional, and discursive rules that operate within censorship dates. Topics include censorship and citizenship, art and pornography, censorship and popular culture, propagandist art, censorship and race, culture jamming, 'hactivism' and internet censorship. The unit also includes case studies of the following artists; Andres Serrano, Annie Sprinkle, David Lynch, David Cronenberg, Eminem, and Augusto Boal.

### ASSESSMENT

Detailed case study of an artist whose work has been censored or subject to threats of censorship 1500 words 40%, seminar presentation 500 words 10%, research essay 2000 words 50%.

## ACV101 – STUDIO ART: PAINTING A

*Offered at: (B, S, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Walker*  
*Incompatible with: ACF101, AAV123*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide a practical introduction to painting and drawing skills in a studio context. The figure will be used as the foundation for understanding the elements and structures of art. Background research will be used to extend visual and aesthetic understanding. At the completion of this unit students will be able to apply a cumulative sequence of skills and associated theoretical principles; the nature and use of colour and pigments; the relevance and effect of light; figurative and compositional structure and materials and methods.

### ASSESSMENT

Examination of a folio of original art works 65%, Research journal of written and visual support documentation 2000 words or equivalent 35%.

## ACV102 – STUDIO ART: PAINTING B

*Offered at: (B, S, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Walker*  
*Prerequisite: ACV101*  
*Incompatible with: ACF102, AAV124*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce the idea of implied human presence by painting and drawing location and landscape. Conceptual issues and practical skills will focus on tonal and colour relationships, positive/negative spatial relationships, the principles of composition and illusion to human presence. Settings and locations will be developed via varying modes of representation.

### ASSESSMENT

Journal of written and visual research 2000 words or equivalent 40%, examination of folio of work 60%.

## ACV106 – FOUNDATION PHOTOMEDIA

*Offering information: 2012 enrolling students need to contact Student Support to enrol in this unit.*

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Student must be enrolled in course A359T*  
*Unit chair: D Walker*  
*Contact hours:*  
*3 hours per week*

*Note: This unit was offered in 2011 only to students entering the course from the Gordon Institute of TAFE program. Study guide information available online.*

### CONTENT

This unit covers a variety of photo-media skills including, camera techniques in portraiture and stock photography as well as black and white film processing. While the unit addresses traditional techniques in the field it will also give an introduction to conceptual photo-media and visual communication. Research skills

will also focus on an understanding of the discipline, e.g. exhibition, review, readings.

### ASSESSMENT

Folio 75% end of trimester submission

Journal/visual diary 25% background research and support material

## ACV110 – TEXTS AND IMAGES 1: WAYS OF SEEING, READING AND TELLING STORIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Walker*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Through an analysis of language, visual representation, subtexts and contexts, this unit will explore the power and influence of the relationship between texts and images. Students will analyse the construction and decoding of images that have helped shape the twentieth century, with an emphasis on images of globalisation, celebrity and of otherness. As well as researching the history of photography and analysing contemporary theories on visual communications, students will also have the opportunity to construct their own essay engaging images and words.

### ASSESSMENT

Research essay 2000 words 40%, Class presentation and features article involving texts and images 30%, Critical review of select readings 30%

## ACV112 – FOUNDATION PRINT MAKING A

*Offering information: 2012 enrolling students need to contact Student Support to enrol in this unit.*

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in course A359T*  
*Unit chair: D Walker*  
*Contact hours:*  
*3 hours per week*

*Note: This unit was offered in 2011 only to students entering the course from the Gordon Institute of TAFE program. Study guide information available online.*

### CONTENT

This unit will focus on the combined strategies of both the traditional and contemporary studio processes directly related to the printed image. The skills and concepts of studio production will be focused on the relationship between structure, ideas and narrative in print. Underpinning all work will be the use of the journal as a method for researching ideas as well as a documenting preparation for studio production, e.g. text and image.

### ASSESSMENT

Folio 75% end of trimester submission

Journal/visual diary 25% background research and support material

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## ACV113 – DRAWING FOR ART AND DESIGN

*Offered at: (B, S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Grennan*  
*Contact hours: 3 hours per week: 1 X 3 hour tutorial*

### CONTENT

Drawing is a critical skill for artists and designers: as a thinking process; as a communicative tool, and as an art medium in its own right. In this unit, students will gain a working knowledge of traditional and contemporary drawing strategies germane to visual art and design practice. It aims to develop skills across representational, interpretive, and expressive modes of drawing. Content is delivered within three modules.

1. Drawing foundations:  
 Development of perceptual skills – observation and analysis of the physical world (including the human figure); perspective drawing; graphic mark making and media handling.

2. Drawing for design:  
 Drawing as a developmental tool in the design process. Drawing as a tool for representing and communicating design concepts and ideas.  
 3. Contemporary drawing strategies:  
 Contemporary trends, experimental, expressive, and interpretive approaches to drawing practice.

### ASSESSMENT

Drawing Foundations 30%  
 Drawing for Design 30%  
 Contemporary Drawing Strategies 40%

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## ACV203 – VISUAL NARRATIVE STUDIO

*Offered at: (B, S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: AAV381*  
*Unit chair: J Forrest*  
*Incompatible with: ACV303*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will include analysis and discussion of a wide range of visual narratives employed in visual images in the twentieth century. Like cinema, illustration has implemented visual narratives, via sequential imagery and established potent relationships between representations and text. Advertising, cartoons, picture story/books and comics communicate through image and word combinations. This unit will prioritise the structural and imaginative strategies significant to the development of visual narratives in singular (i.e. cartoons and advertisements) and sequential imagery (i.e. comics and picture story books). Analysis will focus on the development of figure/characters, locations/settings and visual narration via story boarding.

### ASSESSMENT

Story book mock-up suitable for submission to a publisher 70%, journal of notes, collected material, drafts and resources 30%.

## ACV204 – GRAPHIC NOVELS AND ARTISTS' BOOKS STUDIO

*Offered at: (B, S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Haysom*  
*Incompatible with: ACV304, AAV381*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Activities in this unit will include exploring practical and theoretical considerations which effect the development of multiple, non-linear narratives. Contemporary narration in such visual art forms as comics and graphic novels has explored complex issues such as feminism, ecology and other socio-political agendas as well as recasting familiar comic book characters. Students will be able to explore forms of narration through a series of small practical projects relating to comics, advertising and storyboard images, which will be supplemented by excursions to galleries.

### ASSESSMENT

Folio of work exploring a range of mediums and practices 70%, journal of notes, collected material and directed research 30%.

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## ACV205 – STUDIO ART: PAINTING C

*Offered at: (B, S, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Forrest*  
*Prerequisite: ACV101 or ACF101 or equivalent*  
*Incompatible with: ACF203, AAV217*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Unit content will include a sound understanding of cultural theories reflected in artistic practice over the last thirty years. Issues dealing with identity, feminism, information technology, post-colonial discourse, ecology and socio-political commentary have provided avenues for a range of diverse practices across varying mediums. Writers and art practitioners versed in postmodern perspectives will be examined in order to

develop a critical knowledge and understanding of a plurality of approaches. Students will also participate in the exhibition, curation and sale of their works at a public venue.

### ASSESSMENT

Journal of readings and four assignments 250 words each or equivalent 30%, folio of resolved studio tasks 70%

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## ACV206 – STUDIO ART: PAINTING D

*Offered at: (B, S, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Haysom*  
*Prerequisite: ACV102 or ACV205 or equivalent*  
*Incompatible with: ACF204, AAV218*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Material covered in trimester one embraced broad issues and directions related to cultural theory and practice. This unit takes a more specific view through the detailed study of significant practitioners who have worked across contemporary issues. Australian artists such as, Imants Tillers and Gordon Bennett who have exemplified post-modern strategies such as appropriation, commodification, critiques of authorship and originality and re-presentations of history will be analysed. Students will be expected to make further personal investigations through reading and studio development which will culminate in a series of separate images or unified thematic installation.

### ASSESSMENT

Journal of readings and four assignments 250 words each or equivalent 30%, folio of resolved studio tasks 70%.

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## ACV211 – TEXTS AND IMAGES II: IN QUEST OF STORY AND IMAGE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: J Forrest*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will access in literary, philosophical, psychological, and visual texts, representations of 'moments', thought, behaviour and description that form the basis of story writing (visual and verbal narrative). The unit will be structured in the form of a quest on two levels. In the first instance students will learn how stories are made both verbally and visually. In the course of the unit the students will be analysing the ways in which writers and artists, for example, represent character, dialogue, landscape, action and inner states of being. In the second instance students will be given a scenario that takes the form of a journey which will involve their writing and visually representing their own narrative. The unit will focus on stratagems of artists, in relation to 'realist' and abstract representations, modernist discourse about art itself and post modernist discourse regarding reflexivity, ironic deployment of past genres and the provisional nature of knowledge.

### ASSESSMENT

A final narrative product: an illustrated text that invokes the imaginary journey 60%, Exegetical response to work produced (journals of research) 40%

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## ACV307 – STUDIO ART: PAINTING E

*Offered at: (B, S, W)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Walker  
Prerequisite: ACV205 or ACV206 or equivalent  
Incompatible with: ACF306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will be given the structure to pursue a studio based, individually researched visual project that will provide an opportunity to produce paintings in a variety of contemporary modes. These range from the traditional to an awareness of the diverse new hybridized forms. Unit guidelines provide a conceptual context for personal exploration in paint, which centres on independent thinking and research and the articulation of that work through a coherent body of paintings.

Students will encounter critical analysis in a studio practice setting, providing the opportunity of extending

their ideas combined with a greater understanding of current visual practice. The independent research and exploration at third level will also give students the skills and initiative to pursue their own direction or engage in further studies.

### ASSESSMENT

Assignment/seminar presentation 35%, Journal and folio 65%

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## ACV308 – STUDIO ART: PAINTING F

*Offered at: (B, S, W)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Walker  
Prerequisite: ACV307*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Work undertaken in this unit builds on the foundations of independent research begun in ACV307. The unit applies theoretically informed analysis to practical and conceptual outcomes in painting and related media. Students will create and research a visual project in a range of paint media. This practical work will be complemented by an awareness of the arts industry and galleries, surveys of relevant artists and art related excursions. These aspects focus on the professional possibilities open to students on completion of the Visual Arts major. The research skills and project management equip students with the solid grounding necessary for further studies.

### ASSESSMENT

Assignment 35%, Folio 65%

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## AIA104 – AUSTRALIAN IDENTITIES: INDIGENOUS AND MULTICULTURAL

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: AIA102  
Unit chair: L Johnson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

How do we understand European-Aboriginal relations in Australia today and the impact of post-World War II immigration and multiculturalism? AIA104 looks at the impact of British settlement on Aboriginal cultures and on definitions of nationality which excluded Aboriginal relations with the land. Older generations of Australians feared both 'strange' European migrants and closer ties with Asia. Specific subjects include indigenous land rights and self-determination, the stolen generations, the continuing gap in living standards between indigenous and other Australians, the indigenous cultural resurgence, the experience of post-war immigration, debates about multiculturalism, migrants in the workforce, migrant communities in Australia, refugees and asylum seekers, the impact of the 'war on terror' in Australia and questions of what old Australian ideas of the 'fair go' and 'mateship' mean in a changed and diverse Australia..

### ASSESSMENT

On campus: Two assignments of 1500 words each, total 60%, Tutorial participation 15%, closed book examination 25%.

Off-campus: Two assignments of 1,750 words each, total 75%, Closed book examination 25%.

## AIA105 – VISIONS OF AUSTRALIANS – TIME AND SPACE FROM 1700 TO 2010

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Johnson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit in Australian Studies takes a long historical and broad geographical view of Australia. From the age of European expansion and "discovery", the unit considers some key moments in Australia's history – its convict foundation, the battles for territory between settlers and the indigenous population, the gold rushes, Federation, depression, war and reconstruction, the Whitlam era of reform to the resurgence of conservatism – and interconnects these to some vital

spaces. Thus the unit will examine how indigenous land uses were replaced by different forms of agriculture in the 19th century, defying many of the environmental realities of the continent, how Melbourne became one of the great Victorian cities in the 1880s, how the suburbs emerged along with the citadels of 1960s consumerism, the regional shopping centre, the indigenous struggle for territorial autonomy and the dilemmas of remote indigenous communities and how different parts of Australia engaged with a more globalised world in the latter part of the 20th century. Along with these transformations of space over time, went different visions of Australia – as a yeoman democracy, as the workingman's paradise, as the suburban dream, the lucky country and as a reconciled land of diversity. How and why these changes occurred will be explored through lectures, readings, field work and online in a rich mix of text, visual materials and applied learnings.

### ASSESSMENT

Field report/Interpretative exercise 25%, Tutorial paper and presentation 15%, Essay 40%, Exam 20%

## AIA718 – PLANNING THEORY, HISTORY AND CURRENT ISSUES

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L Johnson*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will begin with a consideration of the nature of planning. The notions of ethical planning practice and the public interest will be explored along with the idea of conflict of interest. From this abstract starting point the unit will engage with the major theories that have informed Western planning before locating Australian planning in this context. In particular, the unit will consider Colonisation as the foundation for Australian planning along with City Improvement and City Beautiful movements, The Garden City ideal, Modernity and Post-Modernity and the Marxist, Feminist and Ecological critiques of planning as well as the contemporary frameworks of New Urbanism and Neo-liberalism. Finally, the unit will focus on current issues, both legislative and those exciting the popular imagination (and these will vary from year to year of unit offer). For example: sustainability, public vs. private transport, sprawl vs. consolidation, heritage vs. development, Indigenous issues, social and spatial

difference and consider the policies, laws, regulations and plans relevant to them.

### ASSESSMENT

Theoretical essay  
Choose any one planning document and interrogate it in terms of its ethical and theoretical assumptions 2000 words 40%

Connecting theory to practice  
Choose two examples and consider the ways in which planning has either ameliorated or exacerbated the social and/or physical environment. One should be historical and the other contemporary 3000 words 60%

## AIB151 – ARABIC 1A

Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: H Kasem

*Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.*

*It is not expected that students have prior knowledge of the language.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to provide a practical and basic introduction to modern standard Arabic for students who have no acquaintance with the language so that they have the confidence to communicate effectively at the threshold levels, involving listening and speaking in the first instance, followed by the ability to read and write. The language teaching is extensive, based on audiovisual methods, in order to give students a sound training in both spoken and written Arabic. An overview of the Arabic language, its historical changes and development, the place of Arabic in the Semitic languages group and in Islam and the notion of 'diglossia' are explained as general background.

### ASSESSMENT

Weekly written assignments 20%, class participation 10%, mid-trimester oral test 10%, end-of-trimester oral test 20%, written exam 40%

## AIB152 – ARABIC 1B

Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: H Kasem  
Prerequisite: AIB151

*Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.*

*It is not expected that students have prior knowledge of the language.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

As in Arabic 1A, a great deal of emphasis will be given to the development of practical skills in the use of language. This is a continuation of the work covered in the first trimester and will consolidate and build on the sentence patterns and vocabulary previously acquired. Cultural topics will be discussed in conjunction with the language material.

### ASSESSMENT

Weekly written assignments 20%, class participation 10%, mid-trimester oral test 10%, written exam 40%, end-of-trimester oral test 20%.

## AIB205 – SECOND YEAR ARABIC IN-COUNTRY

*Offering information: Offered in alternating years 2012, 2014*

Offered at: (X-OS)  
Credit point(s): 2  
Offerings: Trimester 3

Unit chair: H Kasem  
Prerequisite: AIB152

*Note: Students must contact the Unit Chair, or Arts and Education Student Support prior to enrolling in this unit.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims at extending and deepening students' Arabic language skills and improving their understanding of the Middle Eastern culture by studying and using Arabic in the target language environment. As in AIB152 Arabic 1B, emphasis will be given to the development of practical language skills for aural comprehension and expression. The basic communicative functions, syntactic patterns and vocabulary acquired will be considerably broadened and consolidated. The vocabulary range of students will be expanded by exposing them to a variety of reading material from prescribed textbooks and from the current press. By living with a host family and interacting with the community around them, students will develop confidence and competence using the language in the setting where it is spoken. In addition, students will be able to gain insight into the Arabic culture in general and the culture of the host country in particular. Within the classroom, communicative methodologies will be emphasised through activities including role-plays, games and exercises. Contextually-based exercises will be set and students will be required to complete specific communicative tasks appropriate to their level.

**ASSESSMENT**

Class participation 10%, Assignments 20%, Mid trimester written test 20%, End of trimester oral test 20%, End of trimester written test 30%

**AIB251 – ARABIC 2A**

*Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Kasem  
Prerequisite: AIB152*

*Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

As in AIB152 Arabic 1B, emphasis will be given to the development of practical language skills for aural comprehension and expression. The basic communicative functions, syntactic patterns and vocabulary acquired will be considerably broadened and consolidated. The vocabulary range of students will be expanded by exposing them to a variety of reading material from prescribed textbooks and from the current press.

**ASSESSMENT**

Weekly written assignments 20%, class participation 10%, mid-trimester oral test 10%, end-of-trimester oral test 20%, written exam 40%

**AIB252 – ARABIC 2B**

*Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: H Kasem  
Prerequisite: AIB251*

*Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit continues the work undertaken in AIB251 Arabic 2A and introduces students to more advanced texts in Arabic. It will also cover the remainder of essential aspects of Arabic grammar so that by the end of this unit students will have acquired a strong language foundation. Students will increase their oral fluency by participating in discussions dealing with a wide range of topics and issues. By reading a variety of styles used by novelists and journalists, students will be sensitised to discourse structures of Arabic unlike those familiar to them in English.

**ASSESSMENT**

Weekly written assignments 20%, Class participation 10%, Mid trimester oral test 10%, Written exam 40%, End of trimester oral test 20%



## AIB306 – THIRD YEAR ARABIC IN-COUNTRY

*Offering information: Offered in alternating years 2012, 2014*

*Offered at: (X-OS)  
Credit point(s): 2  
Offerings: Trimester 3*

*EFTSL value: 0.250  
Unit chair: H Kasem  
Prerequisite: AIB252, AIB205*

*Note: Students must contact the Unit Chair, or Arts and Education Student Support prior to enrolling in this unit.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims at extending and deepening students' Arabic language skills and improving their understanding of the Middle Eastern culture by studying and using Arabic in the target language environment. Students will increase their listening and speaking skills of Modern Standard Arabic, enabling them to participate in discussions on a wide variety of topics with confidence. The unit provides further practice in more advanced forms of oral and written expression. The basic syntactic patterns and vocabulary acquired will be consolidated and will involve the use of more complex linguistic structures. By living with a host family and interacting with the community around them, students will develop confidence and competence using the language in the setting where it is spoken. In addition, students will be able to gain insight into the Arabic culture in general and the culture of the host country in particular. Within the classroom, communicative methodologies will be emphasised through activities including role-plays, games and exercises. Contextually-based exercises will be set and students will be required to complete specific communicative tasks appropriate to their level.

### ASSESSMENT

Class participation 10%, Assignments 20%, Mid trimester written test 20%, End of trimester oral test 20%, End of trimester written test 30%

## AIB309 – ADVANCED ARABIC LANGUAGE SKILLS

*Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Kasem  
Prerequisite: AIB352 or AIB306 or equivalent*

*Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Advanced oral and written practice; advanced study of Arabic morphology and syntax; methods of text analysis; translation tasks using extracts from Arabic newspaper news items and other sources. Argument and debating techniques will be practiced on a broad range of topics and controlled discussions on current and relevant issues to promote further oral and listening skills.

Written sources will include recorded Modern Standard Arabic discourse material. These will offer a wide range of subjects, register and style. Formal and informal speech, idiomatic expressions, proverbs and figurative language will be a focus. Selection of current affairs material from a variety of sources will be examined in order to acquaint students with a wide range of lexical and idiomatic variants.

By the end of this unit, students should have mastered quite complex structures in Arabic and should be able to perform both orally and in writing at an advanced level.

### ASSESSMENT

1. Weekly written assignments 20% 1500 words
2. Class participation & presentation 15%
3. Oral presentations Seminar 15%
4. Written presentation 20%
5. Examination 30%

## AIB310 – INTRODUCTION TO TRANSLATION SKILLS

Offered at: (B, X\*)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: H Kasem  
Prerequisite: AIB352 or AIB306 or equivalent

Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Written sources will include Modern Standard Arabic discourse material. These will offer a wide range of subjects, register and style. Selection of current affairs material from a variety of sources will be examined in order to acquaint students with a wide range of lexical and idiomatic variants.

Topics to be addressed in this unit include:

- Oral and written translation exercises. These will cover a wide range of domains such as legal, health, welfare, immigration, etc.
- Translation Project. Each student is given a passage of about 500–550 words in each language to be translated into the other language. The class is provided with a copy of each student's translation and this is presented as a seminar by each student in turn. At this point the student has to provide his peers with reasons for particular choices in translation and answers questions from the whole class.
- Concept of equivalence, register, idiomatic usage, contrastive approaches as an element of translation.
- Use of dictionaries and reference materials.
- Some theoretical consideration in translation.

### ASSESSMENT

1. Regular Translation Assignments 20% 1500 words
2. Class Participation and Practice 10%
3. Translation Project (oral or written) 40% 2500 words
4. Two Timed Class translations 30% 700 words

## AIB351 – ARABIC 3A

Offered at: (B, X\*)  
Credit point(s): 2  
Offerings: Trimester 1

EFTSL value: 0.250  
Unit chair: A Arbi  
Prerequisite: AIB252 or AIB205

Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will increase their listening and speaking skills of Modern Standard Arabic, enabling them to participate in discussions on a wide variety of topics with confidence. The unit provides further practice in more advanced forms of oral and written expression. Students will be expected to develop a high standard of fluency in speech and reading and an ability to analyse complex grammatical structures. The basic syntactic patterns and vocabulary acquired will be consolidated and will involve the use of more complex linguistics. Class material will be chosen from contemporary writing: newspapers, magazines, journal articles and short stories.

### ASSESSMENT

Weekly written assignments 20%, class participation 10%, mid-trimester oral test 10%, end-of-trimester oral test 20%, written exam 40%

## AIB352 – ARABIC 3B

Offered at: (B, X\*)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Unit chair: A Arbi  
Prerequisite: AIB351

Note: \*Off-campus study is only available to students at South Australian Universities (other than UniSA) who can attend the tutorials at the University of South Australia in Adelaide. Unit Chair approval is required to enrol in off campus mode.

Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

In this unit, students will be introduced to online Arabic newspapers reading. Emphasis will be on writing in Modern Standard Arabic (MSA). Emphasis continues to be on the acquisition of practical language skills for spoken communication, non-verbal communication and aural comprehension. The basic syntactic patterns and vocabulary acquired in the previous unit will be consolidated.

**ASSESSMENT**

Weekly written assignments 20%, class participation 10%, mid-trimester oral test 10%, end-of-trimester oral test 20%, written exam 40%

**AIC181 – CHINESE 1A**

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: X Fang*

*Note: No prior knowledge of the language is required.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit is designed for beginners who wish to achieve basic practical language skills for oral and written comprehension and expression in Standard Chinese (Mandarin). It aims at correct pronunciation, fluent speech and a systematic grounding in the basic sentence patterns. The official Pinyin Romanization is used and the standard writing system (the simplified characters) is introduced. Students will learn how to express greetings, exchange names and discuss in simple terms their families, occupations, daily routines and study programs. They will also be able to communicate on the above subjects in the Chinese script. Cultural topics will be discussed in conjunction with the language material.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

**AIC182 – CHINESE 1B**

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: X Fang  
Prerequisite: AIC181 or permission from Unit Chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a continuation of the work covered in Chinese 1A and will consolidate and build on the communication skills acquired in the first trimester. Emphasis will continue to be placed on correct pronunciation and fluent speech. Students will be introduced to more complex grammatical constructions. The unit focuses on mastery of spoken and written Chinese required to function at a basic level of communication in a range of contexts. Cultural topics will be discussed in conjunction with the language material.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

**AIC281 – CHINESE 2A**

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: F Qian  
Prerequisite: AIC182 or permission from Unit Chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims at developing and refining students' communicative skills in and interactive use of Chinese achieved in AIC182. It will continue to focus on listening, speaking, reading and writing in the Chinese language. Students will learn to use Chinese in everyday situations. Topics to be covered include travel, studying, shopping, going to the bank and post office, seeing doctors, entertainment, social intercourse, etc. Students will also be introduced to background knowledge of the Chinese culture and society.

**ASSESSMENT**

Weekly written assignments 20%, oral class presentation 20%, oral examination 20%, written examination 40%.

**AIC282 – CHINESE 2B**

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: F Qian  
Prerequisite: AIC281 or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit, students will further develop and expand their communicative skills acquired in Chinese 2A and will be introduced to more advanced texts in Chinese. The acquisition of basic vocabulary and grammar will be further broadened and consolidated. Topics to be covered include dining out, organising activities, being in hospital, going to the theatre, celebrating Chinese New Year, lifestyle, etc. Students will also acquire background knowledge of the Chinese culture and society.

**ASSESSMENT**

Written assignments 20%, oral class presentation 20%, oral examination 20%, written examination 40%.

**AIC283 – CHINESE 2C**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: F Qian  
Prerequisite: Chinese language background*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is the first unit in the advanced Chinese major sequence. It aims at developing students' practical skills to use the Chinese language and improving their understanding of how the Chinese language works. Emphasis will be placed on accurate pronunciation of standard Chinese (Mandarin) and fluency of speech. Topics to be covered include a range of social and cultural issues and current affairs. In addition to textbooks, materials will also be drawn from contemporary writing, newspapers and journal articles.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

**AIC284 – CHINESE 2D**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: F Qian  
Prerequisite: AIC283 or equivalent or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims at further developing students' practical skills to use the Chinese language and improving their understanding of how the Chinese language works. Emphasis will be placed on accurate pronunciation of standard Chinese (Mandarin) and fluency of speech. Topics to be covered include a range of social and cultural issues and current affairs. In addition to textbooks, materials will also be drawn from contemporary writing, newspapers and journal articles.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

EFTSL value: 0.250

Unit chair: L Zheng

Prerequisite: AIC282 or AIC287 or equivalent or permission from unit chair

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

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## AIC287 – INTENSIVE CHINESE IN-COUNTRY A

Offering information: This unit is not available to speakers of Chinese as a first language.

Offered at: (X-OS)

Credit point(s): 2

Offerings: Trimester 3

EFTSL value: 0.250

Unit chair: G Liu

Prerequisite: Permission from unit chair

Note: Students must contact the Unit Chair, or Arts and Education Student Support prior to enrolling in this unit.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit aims at extending and deepening students' Chinese language skills and improving their understanding of the Chinese culture by studying and using Chinese in a target language environment. It is conducted over a six-week period in December, January or February in China, and available to students who have completed first level Chinese or equivalent. Students will be expected to practise Chinese syntax and morphology, extend their capacity to use graded oral and written syntactic and discourse structures, enhance their ability to use idiomatic speech, and acquire greater understanding of the Chinese society in a variety of contexts in which Chinese is used.

**ASSESSMENT**

Assignment 2000 words 20%, Task-based exercises 3000 words 30%, Final oral examination 20%, Final written examination 30% (80% class attendance is required to pass this unit.)

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## AIC381 – CHINESE 3A

Offering information: This unit is not available to speakers of Chinese as a first language.

Offered at: (B)

Credit point(s): 2

Offerings: Trimester 1

**CONTENT**

This unit will further develop the Chinese four-macro skills i.e. listening, speaking, reading and writing achieved in AIC282. On completion of the unit, students should be able, with the assistance of dictionaries, to use Chinese language to understand a range of social and cultural issues and express their own opinions about China and the world in both oral and written forms.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

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## AIC382 – CHINESE 3B

Offering information: This unit is not available to speakers of Chinese as a first language.

Offered at: (B)

Credit point(s): 2

Offerings: Trimester 2

EFTSL value: 0.250

Unit chair: L Zheng

Prerequisite: AIC381 or equivalent or permission from unit chair

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit builds on the skills and knowledge developed in AIC381, by further developing the Chinese four-macro skills i.e. listening, speaking, reading and writing. On completion of the unit, students should be able, with the assistance of dictionaries, to use Chinese language to understand a range of social and cultural issues and express their own opinions about China and the world in both oral and written forms.

**ASSESSMENT**

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

## AIC383 – CHINESE 3C

*Offered at: (B)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Unit chair: G Liu*  
*Prerequisite: AIC284 or equivalent or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed for students who have already reached a high level of competence in the Chinese language. It aims at enhancing the ability of students to comprehend and express complex ideas in spoken and written Standard Chinese (Mandarin or Putonghua). The focus of the unit is on language skills useful for a range of professional careers, such as teaching, academic research, industry, trade and commerce. In addition to the prescribed textbook, other teaching material will be selected from contemporary Chinese newspapers, films, television and radio broadcasts, as well as from sources on the internet. This unit is also suitable for Chinese background students who are dialect speakers wishing to master Putonghua.

### ASSESSMENT

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

## AIC384 – CHINESE 3D

*Offered at: (B)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: G Liu*  
*Prerequisite: AIC383 or equivalent or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a complementary unit for AIC383, designed for students who have already reached a high level of competence in the Chinese language. It aims at enhancing the ability of students to comprehend and express complex ideas in spoken and written Standard Chinese (Mandarin or Putonghua). The focus of the unit is on language skills useful for a range of professional careers, such as teaching, academic research, industry,

trade and commerce. Teaching material will be selected from contemporary Chinese newspapers, films, television and radio broadcasts, as well as from sources on the internet. This unit is also suitable for Chinese background students who are dialect speakers wishing to master Putonghua.

### ASSESSMENT

Written assignments 20%, class presentation 20%, oral examination 20%, written examination 40%.

## AIC385 – CHINESE FOR BUSINESS PURPOSES A

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Liu*  
*Prerequisite: AIC382 or equivalent or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on the practical international trade operations in which Greater China engages, such as: inquiry, negotiation over price, checking credit, placing orders, reaching agreement and so on. On the completion of the unit, students should be able to have a sound knowledge on how to use Chinese language, with the assistance of dictionaries, in business and trading environments.

### ASSESSMENT

Written exercises 20%, oral class presentation 20%, oral examination 20%, written examination 40%.

## AIC386 – CHINESE FOR BUSINESS PURPOSES B

*Offering information: This unit is not available to speakers of Chinese as a first language.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

EFTSL value: 0.125

Unit chair: G Liu

Prerequisite: AIC382 or equivalent or permission from unit chair

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will focus on the practical international trade operations in which Greater China engages, such as: methods of payment, packing, loading, shipping, customs declaration and clearance, and so on. On the completion of the unit, students should be able to have a sound knowledge on how to use Chinese language, with the assistance of dictionaries, in business and trading environments.

### ASSESSMENT

Written exercises 20%, oral class presentation 20%, oral examination 20%, written examination 40%.

## AIC387 – ADVANCED CHINESE FOR BUSINESS PURPOSES C

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: L Zheng

Prerequisite: AIC284 and Approval to enrol required by Unit Chair.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is aimed at background speakers of Chinese who wish to pursue a China-related career. It aims to consolidate and extend the practical language skills especially in the fields of commerce, tourism and industry. Emphasis of the program is on how to develop a Chinese essay with a research component, in which Greater China engages. Students will also learn how to present their research findings.

### ASSESSMENT

Oral presentation 20%

Reading, paraphrasing and summarizing references 20%

2400-word essay 60%

## AIC388 – INTENSIVE CHINESE IN-COUNTRY B

Offering information: This unit is not available to speakers of Chinese as a first language.

Offered at: (X-OS)

Credit point(s): 2

Offerings: Trimester 3

EFTSL value: 0.250

Unit chair: G Liu

Prerequisite: permission from unit chair

Note: Students must contact the Unit Chair, or Arts and Education Student Support prior to enrolling in this unit.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is aimed at extending and deepening students' Chinese language skills and improving their understanding of the Chinese culture by studying and using Chinese in a target language environment. It is conducted over a six-week period in December, January or February in China, and available to students who have completed second level Chinese or equivalent. Students will be expected to practise advanced Chinese syntax and morphology, enhance their ability to use idiomatic speech, and acquire greater understanding of the Chinese society in a variety of contexts in which Chinese is used.

### ASSESSMENT

Assignment 2000 words 20%, task-based exercises 3000 words 30%, final oral examination 20%, final written examination 30%. (80% class attendance is required to pass this unit.)

## AIC389 – ADVANCED CHINESE FOR BUSINESS PURPOSES D

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: L Zheng

Prerequisite: AIC284 and Approval to enrol required by Unit Chair.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit is aimed at background speakers of Chinese who wish to pursue a China-related career. It aims to consolidate and extend the practical language skills especially in the fields of commerce, tourism and industry. Emphasis of the program is on how to develop a Chinese essay with a research component, in which Greater China engages. Students will also learn how to present their research findings.

**ASSESSMENT**

Oral presentation 20%  
Reading, paraphrasing and summarizing references 20%  
2400-word essay 60%

**AIC390 – ADVANCED INTENSIVE CHINESE IN-COUNTRY**

*Offering information: Enrolment quotas apply to this unit. Please refer to the Chinese in-country webpage <http://deakin.edu.au/arts-ed/internships/in-country/chinese.php> for update information.*

*Offered at: (X-OS)  
Credit point(s): 2  
Offerings: Trimester 3*

*EFTSL value: 0.250  
Unit chair: G Liu  
Prerequisite: AIC284 or equivalent or permission from unit chair*

*Note: Students must contact the Unit Chair, or Arts and Education, Student Support prior to enrolling in this unit.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Content of this unit includes topics on modern Chinese literature, history of Chinese literature, ancient Chinese philosophers and philosophical thoughts, comparative studies of Chinese and western cultures, and English – Chinese translating. By studying these topics, students will explore the Chinese language and Chinese culture in depth, and practise and enhance their language skills while developing their understanding of the Chinese culture and their capacity for critical thinking on and evaluation of issues confronting China in its history and in its contemporary society.

**ASSESSMENT**

Assignment 2000 words essay 40%, written examination 40%, report of 2000 words 20%. (80% class attendance is required to pass this unit).

**AID710 – MICROFINANCE FOR POVERTY REDUCTION**

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: Y Narayanan*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Microfinance is one of the key areas of contemporary development in practice among very poor householders. The principles involved in microfinance include elements of principles of banking and finance, the economics of poverty and community development. This unit will use both literature reviews and case studies to examine these elements from a development in practice perspective.

Topics to be addressed in this unit include:

- What is microfinance?
- Who are the micro finance providers?
- Microfinance models; who are the clients of micro finance providers?
- The role of microfinance in poverty reduction; does microfinance help the poor?
- Does microfinance help the poorest?
- Gender and microfinance;

**ASSESSMENT**

Two assignments totalling 5000 words: first assignment consisting of an essay 60%, second assignment consisting of case study/essay 40%

**AID711 – NON-GOVERNMENT ORGANISATIONS AND DEVELOPMENT**

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: V Sands*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

This is a guided research unit, supported by an interpretive essay and an associated set of readings representing the wider literatures. Topics to be addressed in this unit include:

- the definition of an NGO;
- types of NGOs;
- trends in the number and size of First World NGOs;
- trends in the number and size of Third World NGOs;
- history of the role of NGOs in development;
- competing ideas on the evolving role of NGOs;
- gender and NGOs;
- the environment and NGOs;
- the effectiveness of NGOs and grassroots organisations;
- NGOs as change agents;
- NGOs as pressure groups, sources of countervailing power and lobbyists;
- reconciling the role of donor and indigenous NGOs;
- comparative advantage of NGOs.

**ASSESSMENT**

One 1000 word book review 40% One 4000 word essay 60%

**AID712 – FOOD SECURITY AND SUSTAINABLE LIVELIHOODS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Kelly*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will explore issues of food security and sustainable rural livelihoods, encompassing relevant aspects of sustainable development, environmental and resource management and conservation, and agricultural/rural production systems. Linkages between social, environmental and economic influences on development will be explored, alongside critical review of debates on population, resource scarcity, poverty, and equality. Theoretical debate will be used to inform an analysis of policy and programme responses. Contemporary case studies from Africa, Asia, and Central America will be used to highlight regional and national issues and hotspots, and assess both immediate responses and longer term development intervention options.

Proposed topics covered include:

- Environment and development,
- Sustainability and the Sustainable Livelihoods Framework,
- Population,
- Natural Resources,
- Carrying capacity (the economists versus the environmentalists),
- Agriculture,
- Forestry and rural production systems,
- Food Security,
- HIV/AIDS,
- Risk and coping mechanisms,
- The role of technology.

**ASSESSMENT**

Two assignments, of not more than 5000 words: first assignment consists of short answer topics 40%, and the second assignment an essay on a specified topic 60%

**AID713 – AID, TRADE AND DEVELOPMENT**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Ware*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to literature on aid, trade and development and enables them to identify dominant themes and policy issues.

Topics to be addressed in this unit are: the definition and measurement of development aid; the levels, forms, sources, composition and geographical distribution of aid; trends in the level of aid; donor motives for aid; dominant theories of aid and development; issues in evaluating the effectiveness of aid; the definition and measurement of international trade; dominant theories of trade and development links between aid and trade.

**ASSESSMENT**

Essay 1, 2500 words (50%)  
Essay 2, 2500 words (50%)

## AID714 – GENDER AND DEVELOPMENT

*Offered at: (X)*  
*Offerings: Trimester 2*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: V Sands*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include gender issues related to: politics and political systems; society and culture; human rights; economic growth and development; work and production; land and land tenure; technology; financial credit provision; education, health and reproduction; planning in principle and practice; aid.

### ASSESSMENT

Two assignments totalling 5000 words: with the first assignment consisting of a 2000 word essay (40%) and the second a 3000 word essay (60%), or equivalent.

## AID717 – THE LOGFRAME AND APPROACHES TO PROJECT MANAGEMENT

*Offering information: Not offered 2012, reoffered 2013.*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H Wallace*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an historical overview of the development of the logical framework methodology as well as a survey of its current standing and use. Basic components of the logframe will be discussed. This will include definitions, terms and common practices linking the logframe into planning processes, PRA/PLA strategies, problem trees, Appreciative Inquiry and strength based approaches.

### ASSESSMENT

Two assignments consisting of one essay (2,500 words) accounting for (50%), and a second practical assignment (50%) involving the production of a logframe based on a case study of either a waste management or an environmental issue (2,500 words).

## AID721 – PROFESSIONAL PRACTICE IN COMMUNITY AND INTERNATIONAL DEVELOPMENT STUDIES

*Offered at: (X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, Trimester 2 and Trimester 3*

*EFTSL value: 0.250*  
*Unit chair: P Connors*

*Prerequisite: Students must contact the unit chair prior to enrolling in this unit and must complete a minimum of four units, two of which must be core in courses A611 and A727.*

*Corequisite: Students must be enrolled in courses A611 and A727*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics that can be addressed in this unit are restricted to areas in which staff attached to the University's international and community development program have significant expertise and experience. The student will, with the assistance of the nominated supervisor, prepare a professional position description identifying project performance criteria, self-assessment using agreed performance criteria, and final evaluation of findings, if relevant a position description and assessment of the actual or potential contribution that the exercise can make to development, and a relevant set of references and bibliography drawn from the literature review undertaken.

### ASSESSMENT

Assignment(s) of not more than 10,000 words, or equivalent, 100%.

## AID724 – HUMANITARIAN EMERGENCIES AND DISASTER RELIEF

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: V Sands*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to equip development professionals with the skills to better analyse and respond to humanitarian emergency and disaster situations. The unit is organised into four equally weighted modules namely:

Module 1: Basic issues in humanitarian emergencies and disaster relief: definitions; different types of disaster; conflicts and disasters over the past 15 years; vulnerability and capacity; stakeholder analysis; the disaster risk management cycle (DRMC); the role of the media; basic needs matrix; logistics, maps and geographical/ climatic constraints.

Module 2: Historical perspectives and case studies: historical developments since the end of the cold war; development of complex humanitarian emergencies (CHEs); natural disasters over the past 15 years.

Module 3: Disaster risk management planning: hazards, vulnerability and risk assessment; traditional coping mechanisms; development of disaster risk management plans (DRMPs); planning, coordination, implementation, review and evaluation issues.

Module 4: Contemporary issues: standards and codes of conduct; politicisation of humanitarian aid; personal risk and security; training needs and human resource management best practice.

### ASSESSMENT

Two essays of equal value, each approximately 2,500 words and worth 50% of final mark

## AID733 – THE ECONOMIC DEVELOPMENT RECORD

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: Y Narayanan*  
*Incompatible with: AID731*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines the progress of thinking about the meaning of development and development strategies as these have been revealed in the international development experience since 1950. The perspective taken is cross-disciplinary, but focuses on material measures of development and economic indicators. Current events are considered in the historical context of long term trends in international development.

### ASSESSMENT

Essay 1: 2000 words (40%)  
 Essay 2: 3000 words (60%)

## AID734 – APPROACHES TO POLITICAL DEVELOPMENT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Kingsbury*  
*Incompatible with: AID731*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines the progress of thinking about the meaning of development and development strategies as these have been revealed in the international development experience since 1950. The perspective taken is cross-disciplinary, but focuses on the role of political thinking and decision as a key indicator of progress. Attention will be given to the idea of the nation and the state, the role of civil and political rights in political development, and notions of representation, participation and accountability, rule of law. Current events are considered in the historical context of long term trends in international development.

**ASSESSMENT**

1000 word essay 50%, major essay of 4000 words 50%.

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## AID735 – CONFLICT RESOLUTION AND DEVELOPMENT

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Kingsbury*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will explore the impact of conflict on the development process, ways in which conflict can be resolved, and the impact of the conflict resolution process on forms of development. The unit will begin by assessing various forms of conflict and how such conflict occurs, paying special attention to intra-state, post-colonial conflict and terrorism, and claims to self-determination and religious uniformity. It then considers the literature on conflict and conflict resolution. The unit assesses the impact of such conflict on the development process generally, and the impact of victims of conflict in particular. The unit will then assess various methods of conflict resolution, including military victory, hearts and minds campaigns, foreign intervention and negotiated settlements. In this, it will assess the technical requirements for each of these methods, and their actual success or failure in resolving conflict. It will conclude with an assessment of these different methods of conflict resolution on the development process.

**ASSESSMENT**

Two 2500 word essays (2x50%) 100%

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## AID740 – PARTICIPATORY APPROACHES TO DEVELOPMENT

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Ware*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students will develop an understanding of how participatory strategies can best be used as an effective tool for 'Development in Practice'. Participation in Development the background and contemporary debates, and encourages practical skills development through the application of PRA methods.

Participatory approaches to development, PRA and PLA, an introduction, the evolution of PLA, the tyranny of participation – current debate, PLA tools and techniques, practical challenges, and the role of participatory approaches to development in policy, governance, project management, monitoring and evaluation, and poverty assessments.

**ASSESSMENT**

Assignment One: research paper of 2000 words (40%)  
Assignment Two: case study of 3000 words (60%)

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## AID752 – INTERNATIONAL AND COMMUNITY DEVELOPMENT INTERNSHIP

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.125*

*Unit chair: M Kelly*

*Prerequisite: Must have completed the 2 core units in either international or community development within Grad Dip or Master of International and Community Development.*

*Internship units are normally undertaken in second year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact the Unit Chair in the first instance for further information. Incompatible with: AID753*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied at university, and to explore the practical applications of their academic study. Students are expected to complete a minimum of 150hours (20 x 7.5) or 4weeks full-time (or part time equivalent)

of work experience in their chosen site. The unit provides a framework for student assessment of their knowledge, skills and work choices in relation to the practices and implementation of selected topics in International and Community Development.

The structure of the unit includes:

- Pre-placement planning and organisation, including recommended reading,
- In field contact and ongoing reporting via journal and DSO discussions,
- Post fieldwork project report.

Supervision of the student in the internship will include:

- Initial interviews to establish the student's needs and areas of employment interest
- Agreement on placement
- Briefing by the supervisor on the tasks outlined in the project, and the focus of major assessment
- Academic supervision is conducted using a range of asynchronous and synchronous online technologies and individual mentoring as required.

#### ASSESSMENT

Students enrolled in this unit receive an ungraded pass/fail result based on assessment of the following:

Pre-departure report (750) words

- Details of organisation in which internship is to be undertaken
- The nature of the work experience; supervision arrangements; accommodation
- How the internship relates to the student's current course of study
- How the internship may contribute to career possibilities and expectations.

Project diary (1250) words

- Summarises daily tasks and internship projects
- Summarises personal responses to the workplace; cultural and social experiences.

Project report (3000) words

- Summarises the internship experience (analyses the structure and culture of the Internship)
- Specific tasks undertaken; evaluates obstacles encountered and solutions found)
- Outlines what the student learnt from the internship
- Demonstrates how the student met objectives outlined prior to commencing the Internship
- Explain how the internship relates to the student's programme of study and expected career.

## AID753 – INTERNATIONAL AND COMMUNITY DEVELOPMENT INTERNSHIP

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.250*

*Unit chair: M Kelly*

*Prerequisite: Must have completed the 2 core units in either international or community development within Grad Dip or Master of International and Community Development. Internship units are normally undertaken in second year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact the Unit Chair in the first instance for further information.*

*Incompatible with: AID752*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied at university, and to explore the practical applications of their academic study. Students are expected to complete a minimum of 300 hours (40 x 7.5) or 8 weeks full-time (or part time equivalent) of work experience in their chosen site. The unit provides a framework for student assessment of their knowledge, skills and work choices in relation to the practices and implementation of selected topics in International and Community Development.

The structure of the unit includes:

- Pre-placement planning and organisation, including recommended reading,
- In field contact and ongoing reporting via journal and DSO discussions,
- Post fieldwork project report.
- Supervision of the student in the internship will include:
  - Initial interviews to establish the student's needs and areas of employment interest
  - Agreement on placement,
  - Briefing by the supervisor on the tasks outlined in the project, and the focus of major assessment
  - Academic supervision is conducted using a range of asynchronous and synchronous online technologies and individual mentoring as required.

#### ASSESSMENT

Students enrolled in this unit receive an ungraded pass/fail result based on assessment of the following:

Pre-departure report (1500) words

- Details of organisation in which internship is to be undertaken
- The nature of the work experience; supervision arrangements; accommodation
- How the internship relates to the student's current course of study
- How the internship may contribute to career possibilities and expectations.

Project diary (2500) words

- Summarises daily tasks and internship projects
- Summarises personal responses to the workplace; cultural and social experiences.

Project report (6000) words

- Summarises the internship experience (analyses the structure and culture of the Internship; specific tasks undertaken; evaluates obstacles encountered and solutions found)
- Outlines what the student learnt from the internship
- Demonstrates how the student met objectives outlined prior to commencing the Internship
- Explains how the internship relates to the student's programme of study and expected career.

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## AIE153 – INTRODUCTION TO THE MIDDLE EAST

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Totman*

*Incompatible with: AIE253*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The primary objective of this unit is to introduce students to the broad history of the Middle East from the time of the Prophet until the present day. The first part of the unit (Weeks 1–7) will be historical and provide background to the topics in Weeks 8–12, which will focus on cultural aspects of the region. Emphasis will be placed upon the region as the cradle of civilizations, birth place of the three great monotheistic religions and of many modern political ideologies.

### ASSESSMENT

On campus: Mid-term Quiz 10%, Class presentation 20%, Essay 2000 words 50%, Examination 20%  
Off campus: Tutorial paper 1000 words 30%, Essay 2000 words 50%, Examination 20%

## AIE154 – THE MODERN MIDDLE EAST

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Totman*

*Incompatible with: AIE254*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The primary objective of this unit is to introduce students to the domestic politics of the Middle East, and to the intellectual and ideological currents, which shape those politics. Starting with the First World War, which effectively redrew the political map of the region, the unit traces the rise and decline of European influence on the Middle East. It reviews the mid-century revolutions, and the tension between the ambitions of independent states and the world superpowers in the region.

### ASSESSMENT

Middle East Politics Simulation OR Essay 50%, Take-home exam 50%

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## AIE255 – MIDDLE EAST POLITICS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Totman*

*Incompatible with: AIE355*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to the politics of the Middle East in both the regional and international dimensions. The unit will investigate the relations of the region with the West. A particular emphasis will be placed on the changing role of the United States in the Middle East since the end of the Cold War and its push to democratize the region. Several of the endemic conflict situations, which exist in the Middle East, will be examined including the Israel-Palestine impasse, the current wars in the region and Iran's nuclear ambitions.

**ASSESSMENT**

On campus: Tutorial presentation 20%, Middle East Politics Simulation OR Essay (3000 words) 50%, Examination 30%.

Off campus: Tutorial Paper 20%, Middle East Politics Simulation OR Essay (3000 words) 50%, Examination 30%.

**AIE334 – CHINA: FROM EMPIRE TO REPUBLIC**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: X Fang*

*Incompatible with: AIE234*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit examines the source of Chinese civilisation, foundations of traditional Chinese society and patterns of dynasties' transition. It seeks to engage students in a search for a broad understanding of China's continuous struggles for modernisation since the Opium War. The unit will focus on the period between the late imperial era in the early nineteenth century and the founding of the People's Republic of China in 1949 as a vehicle for studying the enduring legacies of the past-in-the-present.

**ASSESSMENT**

Class paper 600 words 15%, group presentation and class participation 20%, major assignment 1800 words 35%, two-hour examination 30%.

**AIE335 – MODERN CHINA: LIBERATION, CULTURAL REVOLUTION AND REFORM**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: X Fang*

*Incompatible with: AIE235*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit presents a study of the development of 'New China' under the leadership of the Communist Party through an examination of the political system, different models of economic construction, social restructuring, mass campaigns and the place given to dissent. The unit will focus on the Great Leap Forward, Cultural Revolution and the current economic reform. It seeks to engage students in analysing the issues that China is confronted with, such as ideological dilemma one-child policy, women's status, mass unemployment, democratisation, human rights and relations with the West.

**ASSESSMENT**

Class paper 600 words 15%, group presentation and class participation 20%, major assignment 1800 words 35%, two-hour examination 30%.

**AIE363 – THE POLITICS OF TERRORISM**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Totman*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Terrorism and the war against it have become major international and domestic issues in the twenty first century. This course will introduce students not only to the politics of terrorism and counter-terrorism today, but to the historical, philosophical and indeed psychological triggers which have led to its current importance.

During the early weeks, the emphasis will be on epistemological and historical issues involved in the analysis of terrorism and political violence in general. The course will then move on to an investigation of a series of terrorist case studies involving both secular, and religiously inspired terrorist movements past and present.

A particular emphasis will be placed on the changing role of the United States in the post-Cold War era of globalisation, the Middle East, and on the nature and

implications of current government policies designed to counter the terrorist threat, both here and abroad.

### ASSESSMENT

Middle East Politics Simulation OR Essay 50%, Take-home exam 50%

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## AIF141 – CONVERSATIONAL INDONESIAN A

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: I Fanany*

*Note: Online teaching methods require internet access. For off campus, use of e-Live is required for assessable work and requires a high speed broadband connection. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the Indonesian language. It assumes no prior knowledge of the language. Students will acquire knowledge of basic Indonesian vocabulary, grammar and sentence construction and the skills to use them in a conversational and communicative manner fluently, naturally and confidently. The unit focuses on proper pronunciation and natural intonation. Writing skills will be introduced as well. Students will become familiar with the Indonesian writing system through regular written assignments. Relevant aspects of Indonesian culture required for proper communication will be introduced.

### ASSESSMENT

On campus:

Class participation and preparation 20%, Continuous assessment 20%, Oral test 20%, Two 250 word essays 20%, Final test 20%

Off campus:

Continuous assessment 30%, Five quizzes in DSO 20%, Two 250 word essays 25%, Final test 25%.

## AIF142 – CONVERSATIONAL INDONESIAN B

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: I Fanany*

*Prerequisite: AIF141 or permission from unit chair*

*Note: Online teaching methods require internet access. For off campus, use of e-Live is required for assessable work and requires a high speed broadband connection. Please refer to the most current computer specifications.*

### CONTENT

This unit will continue the focus of AIF141. Students' knowledge of vocabulary, grammar and sentence patterns will be expanded and the skills to use them will be developed further. Topics of conversation will be expanded to include day to day affairs: family and friends, home and community environment. Students will be encouraged and trained to use the language not only to talk about Indonesia and its people and way of life but also about themselves, their society and way of life. Writing skills will be developed further using more complex patterns.

### ASSESSMENT

On campus:

Class participation and preparation 20%, Continuous assessment 20%, Oral test 20%, Two 250 word essays 20%, Final test 20%

Off campus:

Continuous assessment 30%, Five quizzes in DSO 20%, Two 250 word essays 25%, Final test 25%

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## AIF145 – CONVERSATIONAL INDONESIAN

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester 3 (Intensive mode)*

*EFTSL value: 0.25*

*Unit chair: R Fanany*

*Corequisite: This unit is an intensive unit of study for running in January and February.*

*Incompatible with: AIF141 and AIF142*

*Contact hours: 4 hours per day, five days per week for five weeks*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the Indonesian language. It assumes no prior knowledge of the language. Students will acquire knowledge of basic Indonesian vocabulary, grammar and sentence construction and the skills to use them in a conversational and communicative manner fluently, naturally and confidently.

The unit focuses on proper pronunciation and natural intonation. Writing skills will be introduced as well. Students will become familiar with the Indonesian writing system through regular written assignments. Relevant aspects of Indonesian culture required for proper communication will be introduced.

### ASSESSMENT

1. Regular attendance and active and quality participation in class activities, 20%
2. Five quizzes on DSO, each one hour long, 20%
3. Two Essays – essay one 250 words, essay two 250 words, 20%
4. Oral test, 20%
5. Final test, 20%

## AIF241 – FORMAL AND INFORMAL INDONESIAN A

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Welsh  
Prerequisite: AIF142, AIF145 or permission from unit chair  
Incompatible with: AIF246*

*Note: Online teaching methods require internet access. For off campus, use of e-Live is required for assessable work and requires a high speed broadband connection. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with an appreciation of formal and informal styles of Indonesian. Students will study the use of spoken language primarily through dialogues and discussion. More formal styles of language that are common in writing are also introduced. Complex aspects of Indonesian grammar will be explored, in particular the use of affixes. Language common in certain fields such as health, education and travel will be covered. Relevant aspects

of customs and culture that enhance communication skills will also be introduced.

### ASSESSMENT

**On campus:**  
Class participation and preparation 20%, Quizzes in DSO 20%, Oral test 15%, Two 250 word essays 30%, Final test 15%

**Off campus:**  
Continuous assessment 30%, Quizzes in DSO 20%, Two 250 word essays 30%, Final test 20%

## AIF242 – FORMAL AND INFORMAL INDONESIAN B

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Welsh  
Prerequisite: AIF241 or permission from unit chair  
Incompatible with: AIF246*

*Note: Online teaching methods require internet access. For off campus, use of e-Live is required for assessable work and requires a high speed broadband connection. Please refer to the most current computer specifications.*

### CONTENT

This unit extends students' appreciation and use of formal and informal styles of Indonesian. Students will study the use of spoken language primarily through dialogues and discussion and formal language through the study of contemporary, authentic texts from the Indonesian media. By the end of this unit, students will have covered key aspects of Indonesian grammar and had the opportunity to use them. Students will also gain insights into Indonesian culture, including aspects of Islam and the notion of national and regional identities as reflected through the use of national and regional languages.

### ASSESSMENT

**On campus:**  
Class participation and preparation 20%, Continuous assessment 20%, Oral test 15%, Two 250 word essays 30%, Final test 15%

**Off campus:**  
Continuous assessment 30%, Quizzes in DSO 20%, Two 250 word essays 30%, Final test 20%

## AIF311 – POPULAR CULTURES IN INDONESIA

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: TBA  
Incompatible with: AIF312*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is taught as a Non-Language unit, a language alternative is also available refer AIF312*

### CONTENT

This unit concentrates on globalisation and its impact on the popular cultures in Indonesia. As a background, students will be presented with some major models of globalisation, before examining popular cultures in Indonesia. This unit will explore the ongoing interaction between globalisation and local and national cultures within Indonesia and its Diaspora, analysing the extent to which this has shaped forces of nationalism, authoritarianism, Islamisation and democratisation. Popular cultures to be examined include television, film, advertising, popular music, literature and cyberculture media.

### ASSESSMENT

Tutorial program 20%  
Essay (1000 words) 20%  
Essay (2500 words) 30%  
Exam (2hrs) 30%

## AIF312 – POPULAR CULTURES IN INDONESIA

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: TBA  
Prerequisite: AIF342 or AIF351 or permission from unit chair  
Incompatible with: AIF311*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is taught as a Language unit, a non-language alternative is also available refer AIF311*

### CONTENT

This unit concentrates on globalisation and its impact on the popular cultures in Indonesia. As a background, students will be presented with some major models of globalisation, before examining popular cultures in Indonesia. This unit will explore the ongoing interaction between globalisation and local and national cultures within Indonesia and its diaspora, analysing the extent to which this has shaped forces of nationalism, authoritarianism, Islamisation and democratisation. Popular cultures to be examined include television, film, advertising, popular music, literature and cyberculture media.

### ASSESSMENT

Tutorial program 20%  
Online discussion in Indonesian 20%  
Essay (2500 words) 30%  
Essay in Indonesian 30%

## AIF315 – INDONESIAN/MALAY LANGUAGE AND CONTEMPORARY SOCIETY

*Offered at: (X-OS)  
Credit point(s): 2  
Offerings: Trimester 3*

*EFTSL value: 0.25  
Unit chair: I Fanany  
Prerequisite: AIF342 or AIF351 and have permission from the unit chair  
Incompatible with: AIF246*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The in country immersion setting provides an outstanding opportunity for students to experience and interact with contemporary Indonesian/Malay society. This unit will explore the contemporary and popular culture of Indonesia and/or the Malay world. Key features of contemporary culture will be identified and their meanings and significance to Indonesians and/or Malays will be explored. Areas of study may include popular literature, movies and television, music and songs, youth culture, and fashion. Students will be provided with key readings on various aspects of the Indonesian and/or Malay contemporary culture. Current media sources and opportunities to experience and participate in social and cultural activities will provide additional learning opportunities. Students will be set assignments that involve interaction with

the local community that relate to contemporary and popular culture. Findings will be discussed orally and in writing.

#### ASSESSMENT

Class participation and preparation 20%  
Four quizzes 20%  
Oral presentation 20%  
Written reports 20%  
Final oral examination 20%

## AIF316 – READING AND WRITING JAWI

*Offering information: Offered in alternate years:  
Offered 2013, 2015*

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*Unit chair: I Fanany  
Prerequisite: AIF342 or AIF351 or permission from Unit Chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will teach students the basic principles of reading and writing Jawi and allow them to develop the ability to read and interpret actual Jawi texts for use in research. After gaining familiarity with the styles and varieties of language of this kind, students will develop a research project in a chosen field of study that makes use of primary source material.

#### ASSESSMENT

Class participation and preparation 20%, Assignments 15%, Research project 25%, Written final test 40%

## AIF341 – PROFESSIONAL AND ACADEMIC INDONESIAN A

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 1*

*EFTSL value: 0.250  
Unit chair: I Fanany  
Prerequisite: AIF242 or AIF246 or with permission of the Unit Chair  
Incompatible with: AIF351*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will prepare students to use the language styles appropriate for professional and academic activities in Indonesia. Students will read unedited original articles on topics of current interest in Indonesian society including education, employment, business, tourism and work. Students will also be introduced to Indonesian fiction in the form of short stories. Students will learn to discuss these subjects intelligently and in an informed way, including the comparable field in Australia, both orally and in writing.

#### ASSESSMENT

On campus:  
Class participation and preparation 20%, Continuous assessment 30%, Oral test 20%, Two 500 word essays 30%

Off campus:  
Continuous assessment 20%, Quizzes in DSO 30%, Two 500 word essays 30%, Final test 20%

## AIF342 – PROFESSIONAL AND ACADEMIC INDONESIAN B

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 2  
EFTSL value: 0.250  
Unit chair: R Fanany  
Prerequisite: AIF341, or with permission of the Unit Chair  
Incompatible with: AIF351*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will focus on the same themes as AIF341 Professional and Academic Indonesian A. More topics will be included and more fiction covered. At the end of this unit students will be capable of communicating with Indonesians on a range of topics in professional and academic environments. Students will also be able to discuss the Australian situation with the same degree of ability and complexity.

#### ASSESSMENT

On campus:  
Continuous assessment 30%, Class participation and preparation 20%, Two 500 word essays total 30%, Oral test 20%

Off campus:  
Continuous assessment 20%, Quizzes in DSO 30%, Two  
500 word essays total 30%, Final test 20%

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## AIF345 – INDONESIAN BUSINESS PURPOSES A

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: I Fanany*  
*Prerequisite: AIF342 or AIF351 or permission from unit chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is an advanced unit intended for students who have already developed a high level of ability in the Indonesian language. It focuses on the language required to function in a business setting using Indonesian and provide students with an understanding of the language and culture of business communication in Indonesia.

### ASSESSMENT

Class participation and preparation 20%, four in-class assignments 60%, special project 20%.

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## AIF351 – THIRD YEAR INDONESIAN/MALAY IN-COUNTRY

*Offered at: (X-OS)*  
*Credit point(s): 4*  
*Offerings: Trimester 3*

*EFTSL value: 0.500*  
*Unit chair: I Fanany*  
*Prerequisite: AIF242 and have permission from the unit chair*  
*Incompatible with: AIF341 and AIF342*

*Note: Students must contact the Unit Chair, or Arts and Education Student Support prior to enrolling in this unit.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will enable students to converse, read and write at an advanced level about complex topics and to discuss ideas and information in Indonesian. Students will stay in student accommodation or with local families for the six weeks of the course. Direct interaction with the local community will enhance students' communicative skills in various situations and settings. Students will also gain familiarity with technical and formal Indonesian. Intensive classes will be up to 6 hours per day 5 days per week.

### ASSESSMENT

Five quizzes 20%, class participation and preparation 20%, weekly reports based on interviews 20%, 2500 word essay 20%, oral examination 20%.

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## AIF354 – HISTORY AND DEVELOPMENT OF THE INDONESIAN LANGUAGE

*Offering information: Offered in alternate years: offered 2012, 2014*

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: I Fanany*  
*Prerequisite: AIF342 or AIF351 or permission from Unit Chair*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will explore how the Indonesian language came into being. Knowledge of its history and development will give students the ability to extract more meaning from contemporary language use and also improve access to older documents. Changes and standardisation of Indonesian spelling, syntax and structure as part of the Malay language and culture will also be studied to allow students to understand the way in which the national languages of Indonesia, Malaysia, Brunei and Singapore are related and interact both historically and in the present time.

### ASSESSMENT

Class participation and preparation 20%, four in-class assignments 60%, special project 20%.

## AIF355 – MEDIA AND SOCIETY IN INDONESIA

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to explore the relationship between mass media and social, economic and political transformations in Indonesia. The unit examines this relationship in reference to a variety of media genres, extending from the Dutch colonial era to the contemporary era. It also explores the ways in which the Indonesian media is shaped by colonialism, globalisation, class, gender, consumerism, rural-urban differences, dominant state and political ideologies, and the ongoing quest to develop a national cultural identity. The unit focuses particular attention on the increasing commercialisation of the Indonesian media, and on the many ways in which Indonesian society and culture is being transformed through the rapid developments in media and communications technology.

### ASSESSMENT

2500 word essay in English (40% for on and off campus): this task, aiming to critically analyze both primary and secondary materials, will ensure a close understanding of the historical relationship between the media and social and political change in Indonesia.

1000 word essay in Indonesian (30% for on and off campus): this task will ensure the identification and reading of Indonesian language sources, including written and digital texts, as well as the development, communication and justification of ideas and arguments with clarity in Indonesian.

Online discussion forum in Indonesian (10% for on campus; 30% for off campus): this task will ensure the regular development, communication and justification of ideas and arguments with clarity in Indonesian.

Tutorial participation and presentation in English OR Indonesian (on campus only) (20%): this task will demonstrate an understanding of various perspectives of the relationship between media and society in Indonesia and ensure the development, communication and justification of ideas and arguments with clarity.

## AIH107 – WORLD HISTORY BETWEEN THE WARS 1919 – 1939

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
EFTSL value: 0.125  
Unit chair: C Waters  
Incompatible with: AIH260, AIH360*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the major features of the interwar period in World history. At the same time it is intended to introduce students to the study of history and the Deakin history major. While this is developed as a discrete unit it is intended also to provide a logical introduction to the trimester two unit so that together, the trimester one and two of the first level will provide an extended survey of the twentieth century.

It has been argued that World War One brought the long nineteenth century to an end and that the interwar era saw the emergence of fundamental political, economic, social and cultural changes. These changes have shaped and characterize what has come to be understood as 'the twentieth century'. In this unit students will investigate the causes, nature and impacts of the major changes that emerged after World War One. Topics in this unit will include a study of the major political structures that emerged in Euro-America – popular democracy, fascism, socialism, and the nature of 'high imperialism in Afro-Asia- and a selection of significant social and cultural developments which shaped everyday life in this period including the emergence of a consumer society, technologically-based mass entertainment, mass education and the impact of the global depression. While discrete to the unit, the selected topics will also provide an intellectual basis for students taking the associated level one trimester two unit.

### ASSESSMENT

On campus: History exercise 1,000 words 20%, essay 2,000 words 40%, Tutorial task 10%, 2 hour examination 30%. Off campus: History exercise 1,000 words 20%, essay 2,000 words 40%, Online task 10%, 2 hour examination 30%.

## AIH108 – THE WORLD AFTER THE WAR: 1945 – 1991

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: T Joel*  
*Campus contact: C Waters (B), T Joel (G,X)*  
*Incompatible with: AIH109, AIH208, AIH408*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Framed by the beginning and end of the great ideological divide between the communist east and the capitalist west – the Cold War – the unit will lead you through the major political and social changes that occurred between 1945 and 1991: the fall of the iron curtain across Europe, life in the communist countries, the Vietnam war, the Arab/Israeli conflict, and the eventual demise of European communism. Against this backdrop of world tension the unit will examine the rise of new nations in Asia, Africa and the Pacific and the development of the social movements of environmentalism and feminism and grass roots activism.

### ASSESSMENT

On Campus: One 1000 word assignment 20%, One 2000 word assignment 40%, Tutorial work 10%, Closed book examination 30%.  
 Off Campus: One 1000 word assignment 20%, One 2500 word assignment 50%, Closed book examination 30%.

## AIH205 – SEX AND GENDER IN HISTORY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: T Shellam*  
*Incompatible with: AIH305*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on questions of gender and sexuality in Australian history from the experience of Indigenous society to the mid 20th century. During the 19th century concepts of Australian masculinity and femininity were redefined, and gender relations changed through the experiences of colonisation and nationalism. The unit focuses on how the experience of gender was affected by issues of class and ethnicity as well as through race. Students will study the ways in which gender is relevant to understanding intellectual, political and social change in Australian history. Topics include: gender and Indigenous Australia, convict society, family and domestic relations, the origins of the feminist movement, work, education, sexuality, masculinity, colonialism, and gender and modernity.

### ASSESSMENT

Tutorial paper 1500 words and presentation of summary 200 words (off campus via DSO) 30%, essay 1500 words 40%, closed book examination 30%.

## AIH238 – AUSTRALIA AND THE TWO WORLD WARS

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: B Ziino*  
*Campus contact: D Blair (B), B Ziino (G)*  
*Incompatible with: AIH232/332, AIH233/333, AIH338*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines critically several themes about the role that Australia played in the two world wars and the impact of those wars on Australian society. The themes to be studied include:

- the debate over fighting 'other peoples' wars';
- the methods by which different wars were fought;
- the soldiers' experience of war and return;
- conscription, conscientious objection and popular opposition;
- dissent in wartime;
- gender and war;
- aftermath of wars, including repatriation, broken bodies, broken minds, grief and loss;
- citizenship issues and war, including internment of aliens;
- the impact of war on the Australian state, national policies and the economy;
- the representing of Australia's wars, including film;

- comparisons with the war experiences of other nations and the ANZAC legend;
- memory of war.

### ASSESSMENT

First assignment 1500 words 30%  
Second assignment 2000 words 50%  
Tutorial work 20%.

## AIH263 – “HISTORY WRITTEN WITH LIGHTNING:” FILM AND THE PAST

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously: This unit was titled American Dreams in 2011.*  
*Unit chair: K Beattie*  
*Incompatible with: AIH363*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

After watching D.W. Griffith’s cinematic interpretation of the recent American past, *Birth of a Nation* (1915), the U.S. President Woodrow Wilson commented that the film was ‘like writing history with lightning.’ The electrifying effect of film applied to representations of the past has resulted in an innovative way of ‘writing’ history which extends and informs the so-called visual turn in historical analysis. This unit examines the representation of the past within a range of fiction and nonfiction films from the earliest days of cinema to the present. Historical events analyzed in this way may include, among others aspects, the American frontier, British society in the 1950s, the experience of women in the twentieth century, and the war in Vietnam. Topics studied include narrative or ‘story-telling’ strategies; aspects of film language, including montage; realism; film genre; and film music and the historical event. Within and through an examination of the ways in which film represents the past the unit simultaneously addresses two famous questions from the disciplines of historical studies and film studies: André Bazin’s ‘What is cinema?’ and E.H. Carr’s ‘What is history?’.

### ASSESSMENT

Essay 2000 words 60%, Online test 20%, Online test 20%

## AIH264 – THE HOLOCAUST

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: T Joel*  
*Incompatible with: AIH251, AIH252, AIH351, AIH352, AIH364*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed include: the growth of anti-Semitism; the persecution of German Jews and other ‘racially’ inferior groups; the persecution of Jews in Poland following the Nazi invasion, particularly the effects of ghettoisation; victims’ responses to persecution; the development of the Nazi euthanasia program; the ‘war of extermination’ following the invasion of the Soviet Union; the development of mass killing centers; the Auschwitz experience and the extension of murder throughout Europe.

### ASSESSMENT

Documentary analysis 30%, 1500 words  
Research essay 40% 2000 words  
Exam 30% 2 hours closed book

## AIH265 – GREAT DEBATES: UNFINISHED BUSINESS OF THE PAST

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Beattie*  
*Incompatible with: AIH365*  
*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit invites students to consider debates over the ownership and interpretation of historical evidence. It explores issues that continue to reverberate today. The unit is taught wholly on-line in modules, that will change periodically, and according to contemporary historical controversies.

Topics to be addressed involve a range of pertinent and pressing issues and include, among other topics, the controversy surrounding the nature and scale of deliberate killing of Australian Aborigines, and key case-studies of repatriation/restitution of cultural heritage objects, such as the Elgin Marbles.

### ASSESSMENT

Two online exercises, both 30%, and one online essay 40%.

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## AIH288 – EXPLORING AUSTRALIA'S INDIGENOUS PASTS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Shellam*

*Incompatible with: AIH388*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This subject examines the history of encounters between Indigenous and non-Indigenous Australians, since 1788. Students will be introduced to a wide variety of such cross-cultural encounters, the different contexts in which they occurred, the way these encounters have been represented and the issues involved in studying them. The subject will focus on a number of Indigenous leaders and communities; non-Indigenous migrants, missionaries and colonial administrators. Specific studies will focus on locations throughout Australia and themes including land and violence; dispossession and control; missionary and humanitarian ventures; government policies and ideologies; friendship and negotiation; language and education; children and gender. Throughout the course, students will be encouraged to reflect on the political nature of representing Indigenous pasts in histories, museum displays, public memorials, the media and universities and reflect on the ongoing nature of the history of colonialism in Australia.

### ASSESSMENT

1. Tutorial Work 10% 1000 words
2. Research Essay 50% 2000 words
3. Review Essay 40% 1500 words

## AIH320 – HISTORY INTERNSHIP

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: T Joel*

*Prerequisite: six credit points of the History major*

*Incompatible with: AIH322*

*Note: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Apart from introductory briefing sessions, the content of this unit derives from student placement in a supervised workplace where each student will undertake a project that will be reported both to the workplace and the University. Suitable workplaces include archival repositories, museums, local council library and heritage sections and non-government organisations involved in social and cultural projects.

### ASSESSMENT

Project outline 10%, two progress fieldwork reports including assessment from Field supervisor 40%, project report of 5000 words 50%. The internship will entail working one day per week over a 13 week trimester or its equivalent.

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## AIH337 – RACE, SCIENCE AND RELIGION IN AUSTRALASIA 1860S TO 1920S

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: H Gardner*

*Prerequisite: At least one unit in history at level 2 in the History major, or equivalent; or with permission.*

*Incompatible with: AIH135, AIH136, AIH237*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

At the height of the imperial age scientific and religious ideas about racial differences were debated at the centre and the edges of empires. This unit examines both the theories of race that were formulated in this period and the ramifications of these ideas in the region known as Australasia: including Australia, New Guinea, Fiji and the New Hebrides. Specific topics include the Melanesian labour trade to Queensland, the conversion of Islanders to Christianity, the colonisation of the Pacific Islands and the defence and federation of the Australian colonies as the imperial powers of France and Germany sought Pacific empires. Students will develop a major research essay that will be based on a wide range of primary and secondary sources and consider the historiographical debates around these topics.

**ASSESSMENT**

On campus:

First assignment 1500 words 25%;  
Research essay 3000 words 60%;  
Tutorial participation and research essay plan 15%.

Off campus:

First assignment 1500 words 25%;  
Research essay 3000 words 60%;  
Online participation and research essay plan 15%.

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## AIH366 – MODERN SOUTHEAST ASIA

*Offering information: Not offered 2012. Reoffer 2013 subject to approval.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Cote  
Incompatible with: AIH266*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to the history of modern Southeast Asia. In the 15th century SE Asia was at the crossroads of a global economy, interacting with which modern Southeast Asia emerged. The unit examines the characteristics of the autonomous pre-colonial states, the impact on these states of European colonialism and the rise of nationalism and modern cultures, the impact of the Asia-Pacific war, post war national reconstruction and development, and the contemporary impact of globalisation and the emergence of transnational

identities. Issues of cultural and ethnic identity, religious and artistic practices, and social and cultural change are considered throughout.

**ASSESSMENT**

First assignment 1000 words 20%, second assignment 2000 words 40%, third assignment 1500 30%, tutorial task 500 words 10%

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## AIH389 – REVOLUTIONARY FRANCE 1789-1799

*Offered at: (B, G, X)  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Burgess  
Incompatible with: AIH289*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The French Revolution remains one of the most analysed and debated of historical events. It lies at the foundations of the modern world, but it also presents national and human dramas of such magnitude that never cease to excite and fascinate historians. The meanings of events and their significance are still argued-the storming of the Bastille, the execution of the king, the violence and bloodshed of the Terror, war with the European monarchies. The revolution's ideological ambitions also lie at the foundations of modern political thought. The Declaration of the Rights of Man and the Citizen and its principles of liberty and equality, expressed the fundamental principles of liberal democratic societies today and the aspirations of peoples who still suffer oppression.

In this unit, students will be asked to think about how societies reform themselves, how men and women get caught up in great events and are transformed by them, and how great ideals both inspire and corrupt. Students will examine the critical turning points of revolutionary France between the decision of King Louis XVI to introduce much delayed reform in 1789 and the rise of Napoleon Bonaparte in 1799, a decade that plunged France into war and turmoil and transformed Europe and the world. Students will consider the causes and consequences of events, and why historians differ in their interpretations. The ideological principles that inspired the revolutionaries will be considered alongside their actions when in power. The unit will consider such questions as whose revolution was it? Who gained their liberty and what did it mean for them? Were all truly equal if women were not citizens and slaves remained enslaved?

**ASSESSMENT**

1. Progressive assessment 10% 1000 words
2. Research Essay 50% 2000 words
3. Reflective Essay 40% 2000 words

**AIH399 – MAKING HISTORY**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Waters*

*Campus contact: C Waters (B), T Joel (G), B Ziino (X)*

*Prerequisite: At least one unit in history at level 2 in the History major, or equivalent, or with the permission of the Unit Chair*

**CONTENT**

In this exciting third level unit history students engage with the key issues that challenge historians in researching and writing history. The unit offers two six-week modules which are based on the direct research interests of the history staff. The content of the modules may change from year to year. Students will work closely with staff on cutting edge historical, theoretical and methodological issues. Students will work on closely focused historical events and/or historiographical issues, which may include (subject to staff availability): Sex and history, War and history, Film and history, Religion and history, Nationalism and history, Memory and history, Race and history, Politics and history and Morality and history.

**ASSESSMENT**

First Essay, 2250 words, 50%

Second Essay, 2250 words, 50%

**AIH439 – HISTORY: THEORY AND METHOD**

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: H Gardner*

*Incompatible with: AIH481*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to provide students with an integrated understanding of historical theory and method. Students study the theoretical underpinnings of historical research methods, including archival research, oral and social history. They also consider conflicting theories about the nature of historical research and historical writing.

**ASSESSMENT**

Three written assignments totalling 8000 words. Two essays each 2000 words, each 25% of assessment; One essay 4000 words, 50% of assessment.

**AIH441 – HISTORY SKILLS**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Waters*

*Incompatible with: AIH440*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will provide a vocationally oriented experience of the skills essential for an advanced researcher. Students will develop both their research and oral presentation skills using practical exercises. These exercises will include archival retrieval and analysis, note-taking, bibliographies and referencing techniques. Students will also research and develop advanced skills in oral presentation.

**ASSESSMENT**

History in the workplace 2000 words 50%, Oral Presentation on thesis 50%.

**AIH486 – HONOURS COURSEWORK F – GUIDED READING A**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Waters*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Details must be negotiated between the individual student and their supervisor.

#### ASSESSMENT

Written assignments totalling 4000 words

## AIH495 – HONOURS THESIS A

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: H Gardner*

*Incompatible with: AIH497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The student, while working with a supervisor, will commence to research, prepare and submit an Honours dissertation.

#### ASSESSMENT

Dissertation 15,000-16,000 words 100% to be submitted on the completion of both AIH495 and AIH496.

## AIH496 – HONOURS THESIS B

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: H Gardner*

*Incompatible with: AIH497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The student, while working with a supervisor, will continue to research, prepare and submit an Honours dissertation.

#### ASSESSMENT

Dissertation 15,000–16,000 words 100% to be submitted on the completion of both AIH495 and AIH496.

## AIH497 – HONOURS THESIS C

*Offered at: (B, G, X)*

*Credit point(s): 4*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*

*Unit chair: H Gardner*

*Incompatible with: AIH495 and AIH496*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The student, while working with a supervisor, will prepare and submit an Honours dissertation.

#### ASSESSMENT

Dissertation 15,000–16,000 words 100%.

## AIH753 – GENOCIDE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Joel*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Genocide is an international phenomenon that challenges our confidence in the capacity of humanity to create a civilised environment. The unit examines theories of genocide and their application to a series of case studies which may include the Armenian massacres of the First World War, the Cambodian genocide, the Rwandan massacres, genocide in the most recent Balkan wars, and in East Timor. The

approach, while comparative, also aims to highlight the specific features of particular instances of genocide. The role of the international community in intervening to prevent genocide will also be considered.

#### ASSESSMENT

Two-stage research project based on the study of a particular genocide comprising preliminary literature review and project outline 1000 words 20%, assignment 4000 words 80%

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## AIH759 – THE COLD WAR: AN INTERNATIONAL HISTORY

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* C Waters

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The Cold War is one of the most dominant themes in post-war international relations. For almost fifty years the possibility of nuclear war between the Soviet Union and the United States, or more broadly, between the Soviet-led East and the American-led West, exercised policy-makers, commentators and public opinion. This unit examines the course of the Cold-War in terms of its relationship with other prominent themes in international history such as decolonisation and industrial development; different schools of thinking about its character, origins, and end; its significance for State powers and definitions of citizenship, and its global and regional impacts.

#### ASSESSMENT

Assignments totalling 5000 words 100%

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## AIH760 – THE CONTEMPORARY SOUTH PACIFIC: GOVERNANCE AND CRISIS

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* H Gardner

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit investigates the historical, political and cultural roots to contemporary issues in the Pacific Islands. Module One: Introduction to the Pacific Islands Beginning with a broad overview of the histories and cultures of the Pacific Islands, the opening module also investigates the range of disciplines through which the Pacific Islands are represented, and the subsequent distinctions in their analysis.

Module Two: From Colonies to Nations This module analyses the formation of the post-colonial nations in the Pacific, and the attempts to accommodate local political institutions into post-colonial states. This module also includes a case study of the colonial and post-colonial history of Fiji up to the first coups of 1987.

Module Three: Failed States in the Arc of Instability? This module investigates the recent national history of Solomon Islands, Fiji, Tonga and Papua New Guinea, and considers regional and Australian responses to the political and law and order crises in these islands with a particular focus on RAMSI (Regional Assistance Mission to the Solomon Islands).

#### ASSESSMENT

Two assignments 2500 words each, (2x50%) 100%

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## AIL411 – ISSUES IN LANGUAGE AND CULTURE STUDIES

*Offered at:* (B, G, X)  
*Offerings:* Trimester 1  
*EFTSL value:* 0.125

*Cohort rule:* Students must be enrolled in A400 course.  
*Unit chair:* I Fanany  
*Prerequisite:* Bachelor's degree with a major in Chinese, Arabic or Indonesian

#### CONTENT

The unit will cover the following topics, including theories that underpin each topic:

- Language systems (phonology, morphology, syntax).
- Study of literature.
- Study of culture.
- Language use and linguistic expression in various fields.

**ASSESSMENT**

Participation in a weekly discussion 20%, Class presentation 20%, Essay 60%

## AIL412 – APPLIED STUDIES IN LANGUAGE AND CULTURE

*Offered at: (B, G, X)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Students must be enrolled in A400 course.*

*Unit chair: A Welsh*  
*Prerequisite: Bachelor's degree with a major in Chinese, Arabic or Indonesian*

**CONTENT**

Content of this unit will include various aspects of language and culture that students are likely to apply to their Honours project. This will take the form of readings from which students may select from in order to sharpen the focus of their study. In addition, students will be encouraged to explore beyond the content provided to attain more in-depth knowledge about their individual topic. As students explore an area of choice in greater depth, the focus will increasingly shift to that of student input in relation to their topic of choice and approach adopted to analyse the topic. Accordingly, discussion will progressively be led by students.

**ASSESSMENT**

Participation in a weekly discussion 20%, Class presentation 20%, Essay 60%

## AIM701 – HERITAGE, MEMORY AND IDENTITY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously: This unit was titled Heritage and Development in the Asia-Pacific Region in 2011.*  
*Unit chair: S Cooke*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

AIM701 is a core unit in the Cultural Heritage and Museum Studies program. The use of the past in the present has become a key debate within contemporary society. Contestations over representations of the past, critiques of the power of heritage to legitimate particular world views, debates about multiculturalism and social inclusion, and the role of heritage in tourism, place promotion and urban redevelopment all bring concerns over identity to the fore. Through metaphors including text, representation, and performance, the unit aims to explore the relationship between theory and practice, showing how we can apply theoretical concerns to the understanding and management of cultural heritage. It introduces key definitions and ideas, many of which are explored in more detail in other units of the program. Content: – The use of the past in the present – Conceptualising heritage, identity and difference – Heritage and national identity – Heritage, colonialism and post-colonialism – Heritage in extremism: places of pain and shame – Heritage and urban redevelopment – Multiculturalism, social inclusion and diversity in the management of heritage places. – The future of memory

**ASSESSMENT**

Two assignments of 2,500 words, 50% each

## AIM703 – INTRODUCTION TO HERITAGE PLANNING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Young*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

1. The Emergence of Heritage Planning in Australia
2. Current Approaches to Heritage Planning in Australia
3. Indigenous Heritage and Planning
4. Heritage Planning in the Asia Pacific Region
5. Defining Heritage Places and Precincts
6. The Planner's Tool Kit for Heritage Planning 1
7. The Planner's Tool Kit for Heritage Planning 2
8. Heritage Listing and the Property Market
9. The Economic Effects of Heritage Listing
10. Contemporary Issues in Heritage Planning
11. Communities and Heritage Planning

**ASSESSMENT**

Two assignments totalling 5000 words, 35% and 45%.  
Weekly online discussion participation, 20%.

## AIM704 – HERITAGE AND SUSTAINABLE CULTURAL TOURISM

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Cooke*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Module 1: Cultural Tourism

- Dimensions of global tourism
- What is tourism and who are the tourists?
- A brief history of tourism
- Definitions of cultural tourism
- Issues of culture and tourism

Module 2: Sustainability and Cultural Tourism

- Economic, socio-cultural and physical effects of tourism
- Tourism and host cultures
- Sustainable development and sustainable tourism in Australia

Module 3: Cultural Tourism: Policy and Practice Issues

- Case studies from the Asia-Pacific region

**ASSESSMENT**

2 assignments, both of 2500 words, 50% of final mark each

## AIM705 – CONSERVATION MANAGEMENT PLANNING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Buckley*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Module 1: Context, Research and Analysis

- Contextual history (political, social, economic and architectural) of Australia within the Asia-Pacific region
- Documentary research and physical investigation of buildings and sites, analysis and assessment of cultural significance.

Module 2: Condition and Design

- Condition assessment
- Application of the philosophy and principles of conservation to design, including design in historic urban areas, historic gardens and landscapes, and alterations and additions to heritage places

Module 3: Practice

- Conservation report writing
- Conservation project management
- The pricing of professional conservation services
- Ethics in conservation practice

**ASSESSMENT**

Two assignments totalling 5000 words, 50% each.

## AIM707 – INTRODUCTION TO TRADITIONAL BUILDINGS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Young*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Module 1: Traditional Building Materials, Techniques and Agents of Deterioration 1

- Timber: Timber framed buildings and their cladding: slab, log, wattle-and-daub, weatherboard, other claddings eg: corrugated iron
- Colonial period building styles

Module 2: Traditional Building Materials, Techniques and Agents of Deterioration 2

- Masonry: Load-bearing structures and their constituents and finishes: pisé, cob, adobe, brick, stone; mortars and renders
- Victorian period building styles

Module 3: Traditional Building Materials, Techniques and Agents of Deterioration 3

- Roofing; windows; fittings
- Interiors and decorative finishes

- Federation and later period building styles

### ASSESSMENT

2 illustrated reports x 2000 words, worth 35% each;  
Successful completion of 5 online quizzes, worth total of 30%.

## AIM708 – WORLD HERITAGE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Buckley*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will familiarise students with the strengths and weaknesses in the philosophy, system and processes of World Heritage listing. It will identify key contemporary issues relating to World Heritage listing, including the divergence in heritage approaches between different world regions, the Eurocentric imbalance in the current list, the intense tourism pressures on World Heritage sites and the need for more effective monitoring mechanisms. The unit will develop student skills in identifying system deficits and in outlining the parameters for more effective cultural tourism management on World Heritage sites.

Module 1: World Heritage: Convention and System

- The World Heritage Convention 1972
- Related Conventions and Declarations: Intangible Cultural Heritage and Cultural Diversity
- World Heritage Listing: Understanding the Process
- Selection Criteria
- Reactive Monitoring and the World Heritage in Danger Mechanism
- Kakadu: A Case Study

Module 2: Venice, Burra, Nara: International Comparisons

- Shifting Concepts and Practice over Time and Place
- The Venice Charter: Universal or European Solution
- The Burra Charter: Reflecting the Australian Context
- The Nara Document on Authenticity: Globalisation and Cultural Diversity
- Other Asian Responses: China Principles and Hoi An Protocols
- Hue: A Case study

Module 3: World Heritage: Contentious Issues

- World Heritage Sites: The Pinnacle of World Heritage Significance and Interest

- The Global Strategy: Is It Working?
- Use and Over-Use: Policy and Planning Dilemmas for Sustainable Tourism
- World Heritage Sites: Exemplars or Problems of Tourism Development and Management?
- Periodic Monitoring
- The Royal Exhibition Building: A Case Study

### ASSESSMENT

Two assignments totalling 4500 words, 45% each; and On-line class participation, 10% (3 posts totalling 500 words)

## AIM709 – INTANGIBLE HERITAGE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: K Buckley*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Module 1: Intangible Cultural Heritage: Significance

- The intangible cultural heritage: definition, significance and conservation principles
- Issues of economic valorisation
- Issues of authenticity and change

Module 2: Intangible Cultural Heritage: Protection

- Collecting and making tangible records of the intangible heritage
- Legal issues: intellectual property, copyright and patents 1: Intangible heritage and ownership. Is this an impossible premise?
- Legal issues: intellectual property, copyright and patents 2: Capturing and Preserving the Intangible Cultural Heritage: a Challenging Paradox.

Module 3: Intangible Cultural Heritage: Policy and Practice in the Asia-Pacific Region – Case Studies

- Intangible Cultural Heritage: Embodied Cultural Properties
- Intangible Cultural Heritage and Language
- Multicultural Intangible Heritage

### ASSESSMENT

Three assignments totalling 5000 words 100%

## AIM710 – SHARED HERITAGE: ISSUES AND PERSPECTIVES

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

Unit chair: L Young

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Module 1: Shared Heritage in Asia

- Conceptual Introduction
- Cultural Negotiations
- Asian Case Studies: Contextual Issues
- Post-Suharto Indonesia: colonial legacies and inter-ethnic hostility
- Post-Doi Moi Vietnam: managing tourist interest in minority and colonial cultures
- Korea and Taiwan: contrasts in conservation of the colonial past

Module 2: Shared Heritage in the Pacific

- Issues for cultural heritage management
- 'Bi-culturalism' in Aotearoa/New Zealand
- National cultural heritage in post-colonial Fiji
- Authenticity and the resurgence of Polynesian identity in Hawaii

Module 3: Shared Heritage in Australia

- Issues in shared heritage and cultural identity in Australia
- Aboriginal and European contestation over 'Australian' cultural identity and claims to land ownership
- Towards 'Reconciliation': potential to further the reconciliation process through heritage conservation efforts
- Migration, multiculturalism, and the heritage of diversity
- Asian and Pacific heritage in Australia: heritage implications of the historical Chinese, Indian, Malay and Pacific islander presence in Australia

### ASSESSMENT

Two assignments totalling 5000 words, 50% each.

## AIM712 – CULTURAL HERITAGE RESEARCH

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1, Trimester 2 or Trimester 3

EFTSL value: 0.125

Unit chair: L Young

Incompatible with: MMM694, MMM794

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will examine the processes of research as it is conducted in and about museums and/or heritage organisations. Case and field studies, as well as systematic and academic approaches, will be covered. The importance of research strategies for organisations will be discussed.

Students will also develop skills in the design of research projects and the development of methodologies for research. Subject areas include research design, questionnaire design, techniques for surveying and other data collection methods, data analysis techniques, ethical issues and clearances, and report writing.

### ASSESSMENT

1. Research proposal: 1000 words: 10%
2. Literature review: 2–2500 words: 50%
3. Methodology: 1500–2000 words: 40%

## AIM713 – CULTURAL HERITAGE RESEARCH PROJECT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1, Trimester 2 or Trimester 3

EFTSL value: 0.125

Unit chair: L Young

Incompatible with: AIM711, MMM798

Note: (i) Students must contact the unit chair before enrolling in this unit.

(ii) This unit may not be taken as part of courses A529 or A585.

(iii) This unit may not be taken in the first trimester of enrolment in a Cultural Heritage or Museum Studies course.

(iv) Online teaching methods require internet access. Please refer to the most current computer specifications.



**CONTENT**

This unit enables students to focus on a research topic within their chosen area of interest. Students will complete a research study under the supervision of a member of the academic staff with expertise in a relevant field of museum studies and cultural heritage studies.

Students intending to enrol in this unit should first contact the unit chair to discuss their research interests. Students with no prior background in academic research are strongly encouraged to undertake AIM712 in advance of this unit.

**ASSESSMENT**

Research Topic Proposal: 500 words, 10%  
Evidence of progress: 1,000 words, 30%  
Research Report: 5,000 words, 60%

**Module 2:**

- From the site to the landscape
- Interpreting sites in landscapes
- Reconciling cultural and natural values
- Diverse heritage values in landscapes

**Module 3:**

- Thematic approaches to cultural landscapes
- Rural and agricultural landscapes
- Industrial landscapes
- Pre-colonial and colonial landscapes

**ASSESSMENT**

Two Assignments totalling 4500 words, 45% each; and on-line class participation, 10% (3 posts totalling 500 words)

**AIM714 – CULTURAL LANDSCAPES**

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Buckley*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will familiarise students with the concept of cultural landscapes which is a key framework for heritage assessment and management. The unit will develop student skills in identifying a cultural landscape, their heritage features, assessing their cultural significance and building management plans that reconcile and conserve the diverse heritage values found in cultural landscapes. The unit will also provide students with a sound theoretical understanding of the history of the concept of a cultural landscape and how this informs current approaches to identifying and recording cultural and natural values. Through a series of case studies from Australia and the Asia Pacific region, students will gain an understanding of culturally diverse approaches to managing landscapes and the ways in which socio-cultural issues affect their conservation.

**Module 1:**

- What is a cultural landscape?
- Introduction
- The concept of landscape
- Issues in identifying heritage values in a landscape

**AIM715 – VIRTUAL HERITAGE**

*Offered at: (B\*, X)*  
*Offerings: Trimester 2*

*\* Not offered in 2012, re-offered 2013.*

*EFTSL value: 0.125*  
*Unit chair: A Witcomb*

**CONTENT**

The unit will familiarize students with the uses of digital and virtual technologies in the identification and management of heritage sites, in the conservation and restoration of heritage places and objects, and in the interpretation of sites and collections. It will expose students to the various technologies currently in use, and explore their potential applications. Particular emphasis will be placed on the use of Geographic Information Systems (GIS) and the concept of virtual reconstruction as a tool of site management, restoration and interpretation.

While some 'hands-on' exercises will feature in the unit, it will focus on developing student skills in the management principles associated with the use of these technologies: for example, when is it appropriate to use particular technologies? Which technology is most useful? What are the advantages and disadvantages of digital technologies? Are there particular ethical issues involved?

**Module 1: Digital and Virtual Heritage: The State of Play**

- Recent developments in technological applications to heritage management
- Technologies for understanding heritage
- Technologies for conservation or restoration (physical and virtual)
- Technologies for interpretation

Module 2: Digital and Virtual Heritage: Management principles

- Ethical and practice issues
- Costs and benefits of using new technologies
- Case Study: using GIS to understand and assess sites
- Case Study: Virtual Reconstruction

Module 3: Digital and Virtual Heritage: Practice

This module will involve students in a practical exercise using GIS or other technologies. Students will be required to:

- Develop a rationale for the use of the technology
- Evaluate the costs and benefits of using the technology
- Use the technology in a basic exercise

#### ASSESSMENT

Site assessment, 30%, 1000 words

Virtual restoration/reconstruction, 30%, 2000 words

Interpretation, 40%, 2000 words

ICOMOS or other internships, archaeological site excavations, or placements in professionally-staffed museum or heritage organisations. Internships and practical placements involve working on one or more projects, as agreed with the host institution. Students are required to spend a minimum of 10 working days on the placement. This can be undertaken full-time (e.g. over a minimum of two weeks) or on a part-time basis.

- In-country study tours. Such tours are conducted by Deakin staff, usually during the Australian summer. Recent tours have been to China and Laos.
- In-country educational programs. Student participation in these programs is coordinated by Deakin staff. The programs provide study opportunities in conjunction with partner educational institutions outside Australia.
- Other projects or programs that may arise from time to time.

#### ASSESSMENT

One preparatory assignment 1000 words 20%, journal or field report 1500 words 30%, essay 2500 words 50%.

## AIM717 – HERITAGE IN THE FIELD

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Buckley*

*Note: (i) Students must contact the unit chair prior to enrolling in this unit.*

*(ii) This unit may not be taken as part of courses A529 or A585.*

*(iii) This unit may not be taken in the first trimester of enrolment in a Cultural Heritage or Museum Studies course.*

*(iv) Students may need to fund their own travel and accommodation costs.*

*(v) Students who have already completed AIM724 or AIM711 should seek approval from the Course Director for their study plan, prior to enrolling in this unit.*

*(vi) Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit allows students to develop knowledge and skills through experiential learning. The learning occurs through programs and projects that are available in locations external to Deakin. Subject to approval from the Unit Chair, students may undertake the unit through participation in an appropriate program, such as:

- Internships and practical placements in Australia or internationally. This may include UNESCO,

## AIM721 – MUSEUMS: CONTEXT AND ISSUES

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: L Young*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Module 1: Introduction to Museums

- Exploration and critique of historical and theoretical bases of museums and galleries
- Overview of definitions of 'museum', and the different types of museums
- Functions and purposes of museums and galleries
- Consideration of accepted international ethical standards for both institutions and personnel

Module 2: Museums- Making Connections

- International treaties that guide the work of museums
- Cultural policies and legislation of Australian governments
- Survey of professional organisations and institutions that relate to the museum sector
- Systems of quality control and bench-marking such as accreditation and competency standards

### Module 3: Contemporary Issues for Museums

- Cultural diversity
- Indigenous people and their heritage
- Repatriation and restitution of heritage objects
- Globalisation
- Virtual museums

#### ASSESSMENT

Report: ethics 1500 words 30%  
 Report: cultural policy 1500 words 30%  
 Essay: contemporary issues 1500 words 30%  
 Online participation, at least 2 posts 10%

## AIM722 – COLLECTIONS AND MOVABLE CULTURAL HERITAGE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Sweet*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

There are three main themes:

1. Significance assessment and collection development
  - Assessment of significance of movable cultural heritage and museum acquisitions
  - Ethical and legal implications of moving, acquiring or disposing of an object or collection
  - Theoretical and practical guidance for development of management policies for movable cultural heritage and the development of museum collections
2. Managing Collections: Cataloguing and Documentation
  - Legal documentation, registration and cataloguing of movable cultural heritage and museum objects
  - Records management, identifying and using appropriate information systems
  - Documentation for object management
3. Care and Conservation of Objects
  - Strategies and plans for care of collections and movable cultural heritage
  - Conservator's role
  - Emergency preservation of movable cultural heritage

#### ASSESSMENT

Assignment 1, 40%, Significance exercises, 1500 words  
 Assignment 2, 0% Cataloguing exercise (optional) 500 words  
 Assignment 3, 60%, Preservation analysis, 3000 words

## AIM723 – HERITAGE INTERPRETATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Sweet*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

##### Module 1: Planning Integrated Programs

- Definitions of interpretation
- Introduction to principles of, and approaches to, learning in a preservation environment
- The role of visitor research
- Outline of communication techniques and activities
- Establishing objectives and developing ideas and themes
- Setting selection criteria for interpretive media

##### Module 2: On-site Programs

- The design and implementation of a range of public programs that communicate the significance of collections and sites. Examples might include:
  - presentations such as guided tours, talks by professional staff and lectures;
  - 'meet the curator', 'behind-the-scenes' tours and 'hands-on' activities;
  - audio-visual, sound and light and multi-media; involving volunteers;
  - programs for schools and other educational audiences;
  - performances, literary events and drawing.

##### Module 3: Off-site Programs

- The design and implementation of a range of public programs that communicate the significance of collections and sites to audiences beyond the walls of a museum or the boundaries of a site. Examples might include:
  - outreach programs for particular communities; enthusiast tours, expeditions and field trips;
  - role of publications;
  - use of web-sites for interpretive programs;
  - special events and celebrations.

**ASSESSMENT**

Three assignments: 2x1250 words each, 25% each, 1x2500 words, 50%

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## AIM725 – HERITAGE AND MUSEUM STRATEGY AND MARKETING

*Offering information: Offered alternate years; 2013, 2015*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: L Young*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT****Module 1: Marketing Museums**

- Overview of marketing context within which museums and galleries operate today
- Identification and analysis of relevant competitors with respect to the 'products' they are offering

**Module 2: Strategic Planning for Museums**

- Developing mission and vision statements
- Processes for establishing goals and objectives
- Examination of appropriate performance measurement systems

**Module 3: From Plans to Actions in Museums**

- Preparing institutional policy documents
- Project management in museums
- Operational strategies for media liaison and for successful promotion and public relations of museums and galleries

**ASSESSMENT**

Three assignments: 2x1500 words each, 30% each and x 1 2000 words, 40%

## AIM726 – HERITAGE AND MUSEUM OPERATIONAL ISSUES

*Offering information: Offered in alternate years; 2012, 2014*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: S Cooke*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT****Module 1: The Governance of Museums**

- Governance systems;
- Organisational structures;
- Boards, trustees and meetings;
- Leadership;
- Reporting and accountability.

**Module 2: Business Issues for Museums**

- Sources of finance including shops and catering concessions, admission charges, grants and sponsorship;
- Financial and risk management;
- Legal issues;
- Insurance and indemnity;
- Occupational health, safety and security systems;
- Loyalty programs and management of Friends groups.

**Module 3: Human Resources Issues for Museums**

- Museum work, and its management;
- Managing consultants and their work in museums;
- Working as a consultant to museums;
- Management of volunteer personnel;
- Induction schemes for new personnel;
- Performance appraisal systems for museum personnel.

**ASSESSMENT**

Three assignments: 2x1500 words each, 30% each and x 1 2000 words, 40%

## AIM727 – EXHIBITIONS

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Witcomb

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Module 1: The role and function of the Exhibition

- Interpretation and communication theory
- Audience development, understanding visitors' needs and interests
- Exhibition environment
- Range and use of exhibits
- Role of publications and support materials

Module 2: The Exhibit Planning Process

- Writing exhibition policy
- Developing communication objectives, ideas and themes
- Audience involvement in concept development
- Budget framing and timeline development
- Team assembly
- Arranging loans
- Touring programs
- Understanding exhibit elements and display techniques
- Design brief preparation and designer selection.

Module 3: Exhibition Project Management

- Managing human and financial resources and timelines
- Managing fabrication and installation procedures
- Coordinating touring itineraries
- Planning the opening and future operating environment
- Assessing effectiveness of exhibit elements and audience impact.

### ASSESSMENT

Three assignments: 2x2000 words each, 40% each and x 1 1000 words, 20%

## AIM728 – MINOR THESIS

Offering information: Final year of offer 2013, subject to demand.

Offered at: (B, X)  
Credit point(s): 3  
Offerings: Trimester 1, Trimester 2 or Trimester 3

EFTSL value: 0.375  
Unit chair: J Sweet  
Prerequisite: AIM712

Note: (i) Students must contact the unit chair prior to enrolling in this unit.  
(ii) Students must have completed at least eight credit points in the course prior to enrolling in this unit.  
(iii) The unit is normally available only to students who gain Distinction averages in their coursework units.  
(iv) Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The thesis will be based on primary and secondary sources and may also draw on fieldwork or other data. The thesis will involve theoretical, interpretative and analytical work and will be 15000 words in length (including footnotes/endnotes, but excluding bibliography/reference list and appendices).

### ASSESSMENT

15000 word thesis (100%)  
Evidence of appropriate progress (including an outline of the project, identifying aims, approach, organisation and a literature review) must be presented at a colloquium on a date to be arranged with the supervisor no later than Week Eight of the relevant trimester. Satisfactory completion of this colloquium is a hurdle requirement.

## AIM729 – INTERNATIONAL HERITAGE FIELD PROJECT

Offering information: Final year of offer 2012.

Offered at: (B, X)  
Credit point(s): 4  
Offerings: Trimester 1 (Off Campus only in Tri 1), Trimester 2 or Trimester 3

EFTSL value: 0.500  
Unit chair: J Sweet

Note: (i) Students must contact the Unit Chair prior to enrolling in this unit. (ii) Students must have completed

at least eight credit points in the course prior to enrolling in this unit.

(iii) The unit is normally available only to students who gain Distinction averages in their coursework units.

(iv) Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Apart from introductory briefing sessions, the content of this unit derives from student placement in a supervised workplace where each student will undertake a project that will be reported both to the workplace and the University. After researching and selecting a work placement, students devise a mutually agreed upon supervised project and/or undertake a supervised position within a workplace environment. During the placement students will be required to:

- (i) develop a profile of the organisation hosting the placement, and conduct interviews with expert practitioners
- (ii) develop a project/folio/product, outline a sequence of specified tasks, and assess the process and outcomes of the project and/or placement experience through written/oral presentations.

### ASSESSMENT

Two written assignments and one oral presentation on completion of the placement.

Normally these three assessment tasks will be:

- (i) A profile of the organisation hosting the placement, including interviews with expert practitioners related to the performance of the organisation's conservation work. Written assignment 3000–4000 words (30%)
- (ii) A project report, outlining a sequence of specified tasks, and assessing the process and outcomes of the project and/or placement experience. Written assignment 5000–6000 words (40%)
- (iii) Oral presentation (30%). The oral presentation will normally take place before an audience that includes the Unit Chair and supervisor(s). A PowerPoint slideshow or other visual aids may be used as part of the presentation.

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## AIP107 – CONTEMPORARY AUSTRALIAN POLITICS

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Unit chair:* A Scott

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit explores the ways in which your lives are affected by and how you can affect the way power operates in our society. The various political parties in Australia, what and who they stand for (and how this has changed and is changing) are discussed in detail. Focus is on current and controversial policy issues to engage interest, and from there we look at relevant process matter. The issues include: race relations; asylum seeker policy; Australian participation in overseas conflicts; welfare reform; the media; whether Australia should become a republic; and whether new social movements can revitalise Australian democracy.

### ASSESSMENT

On campus: Draft essay 750 words, 15%. Essay 2000 words, 40%. Tutorial participation, 20%. Examination, 25%.

Off campus: Draft essay 750 words, 15%. Essay 2000 words, 40%. Short assignment, 20%, Examination, 25%.

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## AIP116 – MODERN POLITICAL IDEOLOGIES

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 2 (B, G, W, X) and Trimester 3 (X)

*EFTSL value:* 0.125

*Unit chair:* G Robinson

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to the major political ideologies that have shaped government and politics in the modern western world. The historical evolution of political ideas and movements, and their contemporary relevance is examined. The unit will provide students with a basic knowledge of key political ideas and concepts. In addition, students will be encouraged to develop their capacities to identify and evaluate political arguments, and apply them in understanding contemporary political debates. Topics include liberalism, conservatism, socialism and a range of other ideologies.

**ASSESSMENT**

On campus: One Analysis of Reading 500 words 10%, One essay 1500 words 30%, Tutorial program including a workbook 20%, Examination 40%  
 Off-campus: One Analysis of Reading 10%, One essay 1500 words 30%, Two 500 word workbook journal entries 20%, Examination 40%

**AIP203 – POLITICS IN INDIA**

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, G, X)  
 Credit point(s): 1  
 Offerings: Trimester 2*

*EFTSL value: 0.125  
 Unit chair: H Lofgren*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

India is the world's largest democracy and an emerging global power. The unit provides an introduction to politics in India since independence. It examines the struggle for freedom and national unity, India's experience with democratic political institutions, and its aspirations for recognition as a leading power in south Asia and the world.

Themes covered include constitutional arrangements and the challenge of federalism, political parties and the emergence of coalition politics, elections and political behaviour, and national security and foreign policy. Central questions include: How does one make sense of democracy in a poor country with high illiteracy? How has democratic politics been shaped by a society divided along a caste, class, linguistic and religious lines? How is India's recent economic expansion to be assessed in terms of both growth and equity?

**ASSESSMENT**

1. Tutorial participation and short assignment 30%  
1000 words
2. Essay 40% 2000 words
3. Exam 30%

**AIP204 – POLITICS AND THE MEDIA**

*Offered at: (B, G, W, X)  
 Credit point(s): 1  
 Offerings: Trimester 2*

*EFTSL value: 0.125  
 Unit chair: A Nethery*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the role of the media in the contemporary Australian domestic politics. It explores the place of the media in a liberal democracy like Australia focusing on key issues like the role of the state as regulator, the power of the press in setting the political agenda, public opinion polling, politics and the ownership of media organisations, the public relations state and political spin, issues management and pressure groups, talk back radio, and finally the democratic potential for new media and civic journalism.

**ASSESSMENT**

1. Short assignment 20%
2. Essay 50%
3. Exam 30%

**AIP205 – DEMOCRACY AND CITIZENSHIP**

*Offered at: (B, G, W, X)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Unit chair: A Vandenberg  
 Incompatible with: AIP305*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the theory and practice of democracy and citizenship from both a historical and thematic perspective. Students will be encouraged to consider different models of democracy and their conceptions of citizenship, as well as a number of contemporary challenges to them. These challenges include those posed by capitalism, patriarchy and cultural pluralism. The unit also discusses new thinking about how to improve the practice of democracy and citizenship, with reference to the topics of associative

democracy, social democracy, deliberative democracy, transnational democracy and global citizenship.

#### ASSESSMENT

Tutorial participation/workbook 10%, Written assignments 50%, Examination 40%

## AIP206 – DEMOCRATISATION: COMPARATIVE STUDIES

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Vandenberg*

*Incompatible with: AIP306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Over the last twenty-five years, many countries have undertaken transitions from dictatorship to democracy. At the same time, democracy has become dilapidated in old, established regimes after fifty or so years of experimentation with universal suffrage and passive citizenship. This unit takes a comparative approach to studying how divisions of class, gender, race and culture have complicated the practice of democracy and citizenship in different regimes and various countries during the twentieth century. It also looks at the prospects of democracy and citizenship beyond the nation state.

#### ASSESSMENT

Assignment 1 20%, Assignment 2 20%, Work Book 20%, Exam 40%

## AIP230 – PUBLIC POLICY IN AUSTRALIA

*Offering information: \*Offered at Warrnambool Campus in alternating years 2013, 2015*

*Offered at: (B, G, W\*, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Nethery*

*Incompatible with: AIP240/340, AIP330*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The policy decisions and activities of governments affect all aspects of the lives of citizens. At the same time, non-government actors including firms and interest groups – from the local through to the global – participate extensively in the policy process, with the boundary between public and private action contested and uncertain. This unit examines a range of important, contemporary policy issue areas such as the environment, health, welfare, employment and the economy. The aim is to provide an introduction to the tools and theories of public policy, focusing on questions of power, policy networks, intergovernmental relations, the influence of market models, and the debates over governance and the 'regulatory state'.

#### ASSESSMENT

Exercises and two written assignments 70%, Examination 30%

## AIP246 – EUROPEAN UNION: REGIONAL AND GLOBAL POWERHOUSE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: L Hancock*

*Incompatible with: AIP346*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The EU has emerged as a regional powerhouse in global terms and a distinctive transnational federal and supranational regional entity. The unit is designed to introduce students to the process of European integration that has transformed post-1945 Europe. It draws on an inter-disciplinary approach and is focused on exploring the foundational treaties, key institutions and governance systems of the union, with an emphasis on contemporary policy development and the EU today; including enlargement, social and environmental policy and the EU as a global actor.

#### ASSESSMENT

Class presentations (20%), Two assignments 2000 words each (40% each)



## AIP307 – COMPARATIVE POLITICS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Vandenberg*

*Prerequisite: At least one unit at Level 2 in the Politics and Policy Studies major, or equivalent, or with the permission of the Unit Chair.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to give students a comparative understanding of the political systems in various countries of the world today. The unit will draw upon practices and experiences across such countries as the USA, India, Japan, Canada, Britain, Germany, Russia and Australia. In so doing it will help students see how nations solve the core political problem of making collective decisions, with close attention to the similarities and differences between countries. This comparative approach seeks to broaden and enhance students understanding and explanation of the political world. It will also help them understand politics from the viewpoint of participants of the countries concerned. At the same time, learning more about other political systems will improve students understanding of their own country.

### ASSESSMENT

Tutorial program 20%, Minor assignment 30%, Major assignment 50%

## AIP345 – POLICY INTERNSHIP

*Offered at: (B, G, W, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: L Hancock*

*Prerequisite: At least 4 credit points of the Politics and Policy Studies major sequence*

*Incompatible with: AIP339*

*Note: Internship units are normally undertaken in third year (or equivalent). This unit is subject to completion of special application and enrolment requirements. Interested students must contact the Unit Chair for further information before making any plans involving a placement.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit offers students the opportunity to gain first-hand experience of policy research in a wide range of public and private organisations and to explore the practical applications of their study in public policy. It provides a framework from which students can assess their knowledge, skills and work preferences by participating in the practice of policy research. Internships can also assist in helping students in their pursuit of careers relating to the ever-expanding area of public policy.

### ASSESSMENT

Online journal 2000 words 20%, Project report 5000 words 50%, Critical review of internship 2500 words 30%

## AIP398 – POLITICAL LEADERSHIP

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: H Lofgren*

*Prerequisite: At least one unit at Level 2 in the Politics and Policy Studies major, or equivalent, or with the permission of the Unit Chair.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on central issues in the analysis of political leadership. Drawing on Machiavelli, Weber and contemporary scholars, the unit analyses the relationship between individual attributes, including charisma, populist intuition and moral authority, and contextual factors such as culture and institutions. The unit is organised around case studies of figures such as Hitler and Stalin, Castro and other leaders in the developing world, and Labor and Liberal leaders in Australia. The role of women in political leadership is one of the themes explored. The unit provides a basis for understanding the sometimes decisive influence exercised by political leaders at different times and in different political systems.

### ASSESSMENT

First assignment 1000 words 20%, Second assignment 2000 words 40%, Examination 40%

## AIP424 – KNOWLEDGE AND POWER

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Vandenberg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit addresses the epistemological, methodological and philosophical issues surrounding research in the social sciences. In particular, the unit examines the links between different forms of knowledge and power. Attention is directed towards topics such as behaviourism, hermeneutics, critical rationalism, critical theory and post-structuralism. Students are encouraged to consider the implications of these debates for the study of social science.

### ASSESSMENT

Seminar participation/worksheets 10%, written assignments 90%.

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## AIP484 – RETHINKING THE STATE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: H Lofgren*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

No concept is more central to political discourse and political analysis than that of the state. The state has meant, and continues to mean, a great variety of different things to different authors and in different social science traditions. This unit explores the development of the modern state and appraises a range of state theoretical perspectives including pluralism, elitism, Marxism, public choice, institutionalism, feminism and green theory.

### ASSESSMENT

Worksheets and exercises 35%, research essay proposal 500 words 15%, research essay 2500 words 50%

## AIP495 – HONOURS THESIS A

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: C Pan*  
*Incompatible with: AIP497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The student, while working with a supervisor, will commence to research, prepare and submit an Honours dissertation.

### ASSESSMENT

Dissertation 14,000-16,000 words 100% to be submitted on the completion of both AIP495 and AIP496.

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## AIP496 – HONOURS THESIS B

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: C Pan*  
*Incompatible with: AIP497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The student, while working with a supervisor, will continue to research, prepare and submit an Honours dissertation.

### ASSESSMENT

Dissertation 14,000–16,000 words 100% to be submitted on the completion of both AIP495 and AIP496.

## AIP740 – PUBLIC POLICY ANALYSIS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Hancock*  
*Incompatible with: AIP772 or AIL772*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Government policy decisions affect every area of our lives. This unit concentrates on analysing public policy, policy implementation and outcomes of policy from different perspectives. Students are introduced to the tools of analysis in the policy process, concentrating on the institutions, actors and policy context. The unit grounds the theoretical discussions of public policy in a number of case studies relating to taxation, industry policy, industrial relations, social policy, gender and the environment.

### ASSESSMENT

Assignment 2000 words 40%, assignment 3000 words 60%

## AIP746 – DEMOCRATIC GOVERNANCE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Vandenberg*  
*Incompatible with: AIP446*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to introduce students to the problems of governance in modern politics. Governance will be considered in relation to the issues arising from the fields of (a) public policy and administration, (b) international and transnational politics and (c) comparative politics. Attention is directed to the debates over the criteria of good governance to be found in theories of democracy and neoliberalism. The unit examines different models of democracy advocated for local, national, regional, and transnational level of politics. It also outlines the

challenges posed by neoliberal ideas of the state and economy. In this way the unit also offers an introduction to democratic politics.

### ASSESSMENT

Minor essay 2000 words 40%, Major research essay 3000 words 60%

## AIP747 – POLICY AND PROGRAM EVALUATION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: TBA*  
*Incompatible with: AIP744*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with a basic understanding of the processes involved in policy and program evaluation. Through an examination of an evaluation report of a student's own choosing students will be introduced to the different processes involved in good evaluation; the political nature of evaluation research and its application to evaluation report writing; the impact of evaluation for policy outcomes; and how to write an evaluation report. Topics in the unit will cover the purposes of policy evaluation, formative and process evaluation, basic research design, qualitative methods, measurement tools and strategies, cost effectiveness and cost analysis, ethical issues and writing evaluation reports.

### ASSESSMENT

A critical analysis of the methods used in the evaluation report (1500 words), A critical review outlining the political context of the report and its conclusions (3500)

## AIP748 – INTERGOVERNMENTAL RELATIONS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: H Lofgren*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Intergovernmental processes and relations between local, state and commonwealth governments are centrally important in Australian politics and public policy. Dramatic shifts are however occurring in the ways in which power and responsibility are shared between governments. Pressures for reform come from above and below, as governments struggle to deal with complex, often entrenched 'trans-boundary' policy issues and as the needs of local and regional communities are afforded increasing importance. This unit explores the networks of intergovernmental relations – administrative, political, fiscal and legal – permeating and influencing policy formulation, implementation and evaluation. We examine how traditional frameworks are changing in response to the quest for more adaptive, effective, legitimate and efficient forms of governance. While the main focus in this unit is on the Australian experience, we also reflect upon experiences in other countries.

## ASSESSMENT

Minor assignment 2000 words; Case study 3000 words

## AIP773 – GOVERNANCE AND ACCOUNTABILITY

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 3  
EFTSL value: 0.125  
Unit chair: P Haeusler  
Incompatible with: AIL773*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Accountability is central to ideas and practices of effective governance but, in the face of at times quite fundamental challenges and changes, traditional modes of governance and accountability are being re-evaluated, and in important ways re-invented. This unit explores these developments in a critical and analytic manner. It locates management within its context of political, legal, fiscal and ethical accountability to diverse stakeholders. A key aim is for students to develop a critical understanding of the complex and at times competing array of accountabilities at play today, at the same time exploring ways of responding effectively, imaginatively and ethically to these demands.

## ASSESSMENT

Assignment equivalent to 2000 words 40%, assignment equivalent to 3000 words 60%

## AIP777 – ACCOUNTABILITY AND CORPORATE SOCIAL RESPONSIBILITY

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Hancock  
Incompatible with: AIP742*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Accountability and corporate social responsibility (CSR) has been gaining increasing prominence in recent years, particularly with the dramatic failures of some large companies worldwide. As a consequence CSR is no longer seen by many organisations to be discretionary or negotiable, but a necessary, and integral, part of the way that people do business in companies, governments and NGOs. This is not easy to put into practice and therefore the aims of this unit will be to open up new spaces for social thinking about how the vision, principles and values of CSR can be translated, and then embedded, into everyday policies and practices of a wide variety of organisations.

## ASSESSMENT

One essay 2000 words 40%, one essay 3000 words 60%.

## AIR108 – INTERNATIONAL RELATIONS

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Burchill  
Incompatible with: AIP108*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In the post-Cold War political environment, students, scholars, and policy-makers have been forced to rethink the content and theoretical conceptualisations of the discipline of international relations. To a considerable degree international relations scholarship has focused on the political and security dimensions of the Cold War. This preoccupation with what was a brief and unusual period in global history masked the importance of economic and resource-based issues. These issues, along with human rights and the environment, now need to be more fully integrated into the study of world politics if we are to understand and adequately respond to the challenges created by the processes of globalisation and fragmentation.

**ASSESSMENT**

On campus: first assignment 1000 words 20%, essay 2500 words 40%, tutorial program 10%, examination 30%.

Off campus: first assignment 1000 words 20%, essay 3000 words 50%, examination 30%.

## AIR120 – AUSTRALIA AND THE WORLD

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Wilkinson*

*Incompatible with: AIR320, AIP220, AIP320*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit introduces students to the study of Australian foreign policy. First, there is an investigation of foreign policy decision-making and the domestic and international settings. This is followed by an examination of Australian identities and alignments in foreign policy: as a 'middle power', 'ANZUS ally', and as 'part of the region'. Contemporary foreign policy issues such as security, economic relations, environment and human rights are explored through these frameworks.

**ASSESSMENT**

Essay 2000 words 40% Exam 30% Participation 20% Assignment 10%

## AIR205 – THE RISE OF CHINA

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Unit chair: B He*

*Incompatible with: AIR305*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

What is being referred to as the rise of China is a very complex subject. It involves the ongoing evolution of the domestic political system and economy, and in the role and impact of China in the international system. This unit examines the actors and instruments that constitute the Chinese political and foreign policy system, focusing on the determinants of contemporary trends and developments. The unit considers the impact of domestic and international structural factors that have an impact on Chinese politics and foreign policy. Finally, the unit examines the implications of China's rise in regional and global terms.

**ASSESSMENT**

2,000 word assessment (50 %) exam (40 %) tutorial participation (10 %)

## AIR225 – GLOBAL ENVIRONMENTAL POLITICS

*Offering information: This unit is not offered 2012, re-offered 2013.*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: TBA*

*Incompatible with: AIR325*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Global environmental problems are often regarded as part of a new agenda in international relations, potentially requiring a re-evaluation of traditional notions of international politics such as national sovereignty and political economy. This unit introduces students to the basic concepts necessary for students of international politics in examining how global

environmental problems such as climate change, ozone depletion, hazardous waste and biodiversity loss are challenging and changing the world system. The unit pays particular attention to how states, multilateral organizations, transnational corporations and non-government actors shape the international system. This unit will enable students to develop the following skills:- develop deep learning and analytical skills- function within an assigned group; teamwork- solve problems independently- clarity in written communication

#### ASSESSMENT

1. Tutorial Participation (10%)  
2. Essay 2500 words (60%) – One choice of seven essay questions dealing with particular environmental issues  
3. Final Exam: two hours (30%) – Made up of short questions and essays covering the trimesters work

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## AIR234 – ORDER AND JUSTICE IN WORLD POLITICS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Laoutides*  
*Incompatible with: AIR334, AIP260, AIP360, AIP265, AIP365*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit investigates the relationship between international order and justice in contemporary global politics. The role of justice in world politics will be discussed through the examination of a number of theoretical approaches and through particular issues in global politics. Accordingly, a number of issues including war and peace, human rights, national self-determination, humanitarian intervention and world poverty will be analysed within the context of justice in world affairs.

#### ASSESSMENT

Essay 1500 words 30%  
Essay 2500 words 50%  
Tutorial/online participation 20%

## AIR236 – GLOBAL CAPITALISM AND ITS DISCONTENT

*Offering information: Enrolment quotas apply to the Trimester 3 offering of this unit.*

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: S Slaughter*  
*Incompatible with: AIR336*  
*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching*

*Note: Quota applies to this unit.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the contemporary nature and controversies of global capitalism from the perspective of the field of Global Political Economy (GPE). Topics studied in the unit include theories of GPE, the history and structure of the modern world economy, transnational corporations, global trade and foreign investment. Emphasis is placed on the debates over globalisation and the social and environmental consequences of economic globalisation as well as an examination of resistance and opposition to economic globalisation.

#### ASSESSMENT

Online participation and exercises 20%,  
Unit Test 1500 words 35%,  
Research Exercise 2000 words 45%.

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## AIR243 – INTERNATIONAL RELATIONS OF THE ASIA-PACIFIC

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Hundt*  
*Incompatible with: AIS362, AIP362, AIR343*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides students with an introduction to the international politics of the Asia Pacific. It examines: the historical formation of the region, the role played by the Cold War in shaping regional dynamics; US interests and policy in the region; the regional position of China, and the interests and policy of Japan. It also examines Taiwan-China relations, the regional issues surrounding Korean reunification, ASEAN, APEC and economic cooperation, Indonesia's regional role, UN peacekeeping missions in Cambodia and East Timor, the Asian financial crisis of 1997-98 and concludes with an overview of contemporary challenges to regional order.

**ASSESSMENT****ON CAMPUS:**

Tutorial participation 20%, 2000 word essay 40%, Exam 40%

**OFF CAMPUS:**

1000 word essay 20%, 2000 word essay 40%, Exam 40%

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## AIR244 – CONFLICT, SECURITY AND TERRORISM

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Snyder*

*Incompatible with: AIS261, AIS361, AIP261, AIP361, AIR344*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the key concepts in security: power, conflict, and the security of the nation state. We begin by examining the evolution of the nature of the study of security from the narrow military focus of realism to broader approaches of critical security. We then look at the evolution of strategic thought from classical times to the present debate on the revolution in military affairs. We then focus on some of the current debates within the field: nuclear deterrence, nuclear strategy, proliferation of weapons of mass destruction, terrorism and regional conflict and intervention.

**ASSESSMENT**

Participation 20%, 1500 word research essay 40%, 2 Hour Exam 40%

## AIR245 – AMERICAN FOREIGN POLICY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Boutin*

*Incompatible with: AIR345*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides students with an in-depth introduction to the foreign policy of the United States. It examines the American foreign policy system, the policy community, American foreign policy interests, and the role of the US in the post-Cold War international system. The objective of this unit is to provide students with a conceptual, empirical, and analytical basis for understanding trends and developments in American foreign policy.

**ASSESSMENT**

2,000 word essay (50%), exam (40%), tutorial participation/off campus assignment (10%)

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## AIR342 – THEORIES OF INTERNATIONAL RELATIONS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Burchill*

*Incompatible with: AIR242, AIP323, AIR323*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The nature and purpose of the study of international relations is now widely contested. This is reflected in the diversification of theoretical approaches in the field. Conventional perspectives (realism, neorealism), once largely unchallenged, now face both reformist (liberalism, rationalism) and critical (Marxism, postmodernism) rivals. This unit focuses on the evolution of international thought last century by concentrating on the debates and disputes between competing intellectual perspectives. The approaches of various theoretical traditions to the central actors

and issues in global politics-such as human rights, war, sovereignty, markets and the environment are a central focus of the unit.

#### ASSESSMENT

Essay = 60%, Examination = 40%

## AIR347 – CRISES AND RISK IN INTERNATIONAL RELATIONS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Coldicott*

*Prerequisite: At least one unit at Level 2 in the International Relations major, or equivalent, or with the permission of the Unit Chair*

#### CONTENT

This unit critically examines a range of contemporary problems and risks in world politics. It considers the nature and implications of a range of security, humanitarian, economic and environmental problems and risks. Consideration is also given to the forms and effectiveness of political and policymaking efforts to address these problems in world politics.

#### ASSESSMENT

Tutorial Participation, 20% Online Unit Quiz, 30% Policy Paper, 50% 2000 words

## AIR407 – GLOBAL GOVERNANCE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Slaughter*

*Incompatible with: AIP725, AIR725, AIR489, AIR789*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to further students understanding of the politics of contemporary global governance. The first part of the unit explores international organisations within world politics. Students will become aware of the key theories and concepts of co-operation and

apply them to international organisations such as the IMF, World Bank and the WTO.

The second part of the unit examines the roles of non-governmental organisations in their interactions with governments and International Organisations in respect to recent campaigns which seeks to address global poverty, environmental degradation and human rights abuses.

#### ASSESSMENT

Essay 3000 words 60% Take Home Exam 40%

## AIR419 – THE UNITED NATIONS AND INTERNATIONAL LAW

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in Bachelor of Arts (Honours)*

*Unit chair: S Slaughter*

*Incompatible with: AIR719*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores the potential of international law and the United Nations (UN) to address humanitarian problems in the twenty-first century. The unit begins by examining the idea of international law and the history of International Organisations and the UN. Then attention is paid to the main explanations of why international law can be said to influence state action. We then turn to some cases of UN activity to examine whether and to what degree the UN is successful in addressing global humanitarian problems. We examine the way that the UN acts to address global problems such as international conflict, civil conflict and genocide, global poverty and environmental degradation. As such we examine UN sponsored proposals of human security, collective security, peacekeeping, peacebuilding, human development and sustainable development. Finally, attention is paid to the idea and problems of UN reform.

#### ASSESSMENT

Minor Essay 1500 words 30%, Research Essay 3500 70%.



## AIR428 – GLOBAL POLITICAL ECONOMY

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in Bachelor of Arts (Honours)  
Unit chair: D Coldicott  
Incompatible with: AIP728, AIR728*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit begins by examining a range of theoretical approaches to international political economy (neo-liberalism, neo-mercantilism, neo-Marxism), then examines the post-war history of the world economy, and concludes with an examination of contemporary issues and problems such as trade, debt, class, regional economies and organisations including ASEAN and APEC and transnational corporations.

### ASSESSMENT

Research Essay 3000 words, 60% Take Home Exam 2000 words, 40%

## AIR448 – CONTEMPORARY SECURITY AND STRATEGY

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in Bachelor of Arts (Honours)  
Unit chair: C Snyder  
Incompatible with: AIS661, AIS761, AIR748*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the key concepts in security: power, conflict and the security of the nation state. We begin by examining the causes of war and the evolution of strategic thought from classical times to the present debate on the revolution of military affairs. This leads to a discussion of alternative theoretical frameworks of analysis.

We then focus on current debates within the field: nuclear strategy (including the deterrence or defence debate arising from ballistic missile defence), proliferation of weapons of mass destruction and regional conflict. We conclude by examining the development of grand strategy by the great powers.

### ASSESSMENT

Two Essays 2000 words 40% each, Participation 20%

## AIR701 – CHINA AND THE WORLD

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: C Pan*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

China plays an increasingly important role in global politics and is Australia's biggest trading partner. Its international relations generally and foreign policy in particular have attracted growing interest from scholars and students alike.

Specifically, this unit will examine the sources and nature of Chinese power, Chinese views of its national identity, global role and responsibility, Chinese nationalism and strategic culture, China's major foreign relationships and regional responses to China's rise, as well as the impact of these interactions on the U.S., regional balance of power, global political, economic and normative order, energy and resources, environment, and Chinese domestic political economy.

### ASSESSMENT

1. Short essay 30% 1500 words
2. Research essay 50% 2500 words
3. Participation 20% 1000 words

## AIR706 – POLITICAL ECONOMY OF THE ASIA PACIFIC

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

Unit chair: D Hundt

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit takes an interdisciplinary, political-economy approach to the study of the Asia-Pacific region. In particular it focuses on the debates within the region surrounding the pursuit of three broad goals: national security, socio-economic development, and democracy. While these goals are multifaceted and ordinarily require co-ordination amongst a range of actors, national leaders in the region have tended to rely on centralised and 'statist' means in order to pursue them, thereby creating numerous frictions with putative opponents in both the domestic and international realms. By adopting such an 'inside-out' approach, this unit seeks to provide students with a more nuanced understanding of the ongoing struggles for political and economic power in the region.

### ASSESSMENT

#### ON CAMPUS:

1000 word Essay (30%), 3000 word Essay (50%), Tutorial Participation (20%)

#### OFF CAMPUS:

1000 word Essay (30%), 3000 word Essay (50%), Writing Task (20%)

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## AIR707 – GLOBAL GOVERNANCE

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: S Slaughter

Incompatible with: AIP725, AIR725, AIR489, AIR789

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to further students understanding of the politics of contemporary global governance. The first part of the unit explores international organisations within world politics. Students will become aware of the key theories and concepts of co-operation and apply them to international organisations such as the IMF, World Bank and the WTO. The second part of the unit examines the roles of non-governmental organisations in their interactions with governments and international organisations in respect to recent campaigns which seek to address global poverty, environmental degradation and human rights abuses.

### ASSESSMENT

Essay 3000 words 60% Take Home Exam 40%

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## AIR712 – AUSTRALIAN FOREIGN POLICY

Offered at: (X)

Credit point(s): 1

Offerings: Trimester 3

EFTSL value: 0.125

Unit chair: A Jenkins

Incompatible with: AIP612 and AIR612

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The external and internal forces which influence Australia's foreign policy decision makers are explored along with Australia's multiple identities as a 'middle power', 'ANZUS ally' and as 'part of the region'. The conceptual frameworks are applied to major foreign policy issues, including human rights, the environment, trade policy and military security.

### ASSESSMENT

Research Assignment 1, 2500 words, 50%

Research Assignment 2, 2500 words, 50%

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## AIR717 – INTERNATIONAL CONFLICT ANALYSIS

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: C Laoutides

Contact hours: One 2 hour seminar per week

### CONTENT

This unit provides an overview of the field of conflict analysis and resolution. The unit examines the causes of interstate and intrastate conflict, and examines a number of methods for peaceful conflict resolution. It explores issues such as civil conflict, secessionist conflict, humanitarian intervention, peace building as well as international efforts of mediation and arbitration. The unit employs several theoretical approaches and draws on a number of case studies in

order to tackle the dynamics of conflict and peace in international relations.

### ASSESSMENT

Research Essay 40% 2,500 words  
Take Home Exam 30% 2,000 words  
Online Tests 30%

## AIR718 – RESEARCH PROJECT (INTERNATIONAL RELATIONS)

*Offering information: \* Trimester 3 offering of this unit is subject to the availability of a supervisor, so students need to contact the Unit Chair to be enrolled manually for the Trimester 3 offering.*

*Offered at: (B, X)  
Credit point(s): 2  
Offerings: Trimester 1, Trimester 2 or Trimester 3\**

*EFTSL value: 0.250  
Unit chair: C Snyder  
Incompatible with: AIP718, AIR752, AIR780, AIR781*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the research project in International Relations is for students to develop skills in policy research, and analysis through the sustained exploration of one specific topic. A research paper is a piece of original research, normally based on the use of: primary material (e.g. newspapers, government and non-government reports; the re-examination of previous studies; and theoretical discussion of analytical issues relevant to the study of International Relations). Students must have a credit or higher average in their previous coursework to enrol in this unit. It is normally to be undertaken in the last trimester of a student's study.

### ASSESSMENT

Research paper 8000 words 100%

## AIR719 – THE UNITED NATIONS AND INTERNATIONAL LAW

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Slaughter  
Incompatible with: AIR419*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the potential of international law and the United Nations (UN) to address humanitarian problems in the twenty-first century. The unit begins by examining the idea of international law and the history of International Organisations and the UN. Then attention is paid to the main explanations of why international law can be said to influence state action. We then turn to some cases of UN activity to examine whether and to what degree the UN is successful in addressing global humanitarian problems. We examine the way that the UN acts to address global problems such as international conflict, civil conflict and genocide, global poverty and environmental degradation. As such we examine UN sponsored proposals of human security, collective security, peacekeeping, peacebuilding, human development and sustainable development. Finally, attention is paid to the idea and problems of UN reform.

### ASSESSMENT

Minor Essay 1500 words 30%, Research Essay 3500 70%.

## AIR726 – HUMAN RIGHTS IN THE INTERNATIONAL SYSTEM

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: C Laoutides  
Incompatible with: AIP726, AIR426*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit investigates the emerging human rights agendas in world politics. It identifies the ethical foundations of human rights claims and their political interplay with the states system, non-state actors and international law. It examines key issues in respect to political and civil rights, economic and social rights, and the concept of 'global citizenship' in relation to various case studies.

**ASSESSMENT**

Research Essay 40% 2,500 words  
Take Home exam 30% 2,000 words  
On-line tests 30%

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## AIR728 – GLOBAL POLITICAL ECONOMY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: D Coldicott*  
*Incompatible with: AIP728, AIR428*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit begins by examining a range of theoretical approaches to international political economy (neo-liberalism, neo-mercantilism, neo-Marxism), then examines the post-war history of the world economy, and concludes with an examination of contemporary issues and problems such as trade, debt, class, regional economies and organisations including ASEAN and APEC and transnational corporations.

**ASSESSMENT**

Research Essay 3000 words, 60% Take Home Exam 2000 words, 40%

## AIR729 – HUMAN SECURITY IN GLOBAL POLITICS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: C Wilkinson*  
*Incompatible with: AIP729*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to develop understanding of key human security issues in contemporary world politics. Attention is given to the securitization of issues such as refugees, the environment and health in foreign policy, with an emphasis on the challenge to states' security in the post Cold War world. The unit will examine how the state and international organisations attempt to resolve human security crises. In particular, the unit aims to link human security issues with public policy frameworks by focussing on the role of government, NGOs and public opinion.

**ASSESSMENT**

Briefing paper 2500 words 40%, 2 Critical Commentaries 750 words each and 20% each, Participation 20%

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## AIR732 – TERRORISM IN INTERNATIONAL POLITICS

*Offering information: This unit is offered in Trimesters 1 and 3 in 2012. From 2013, it will only be offered in Trimester 3.*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and trimester 3*

*EFTSL value: 0.125*  
*Unit chair: C Snyder*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Terrorism is commonly identified as a growing threat in today's world. This unit considers the evolution of terrorism as an expression of alienation, and as a form of political violence in the context of the modern international system. It also examines the dilemmas associated with, and limitations of, conventional responses to terrorism and the tools of counter terrorism. The unit then examines specific types of terrorism including maritime, biological, and suicide terrorism.

**ASSESSMENT**

Two essays each 2000 words 40% each, Online discussion 20%

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## AIR742 – INTERNATIONAL RELATIONS THEORY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Slaughter*  
*Incompatible with: AIR723*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the evolution of international thought in the twentieth century by concentrating on the debates and disputes between competing intellectual perspectives in International Relations theory. The origins of the discipline of International Relations will be analysed, and the traditional perspectives of liberalism, realism, neo-realism and the English School will be explained and critically evaluated for their contemporary relevance. Critical alternatives to the traditional perspectives will then be examined in the form of Marxism and more recent perspectives of critical theory, post-modernism, constructivism and feminism. These theoretical traditions will be examined in light of key issues in world politics – such as security, globalisation, global governance, and human rights.

**ASSESSMENT**

3,000 research essay 60% and  
 2,000 word take home exam 40%

## AIR747 – CONTEMPORARY INTERNATIONAL POLITICS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Wilkinson*  
*Incompatible with: AIP660, AIR660, AIR760*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit investigates key developments in contemporary international politics. It introduces the main perspectives to understanding world politics and the main elements of world politics: the state, society of states, international law and globalisation. The second part of the unit examines the key issues in world politics such as security in a globalising world, the topics of human rights, humanitarian violence and environmental governance. It asks does the way we address these issues and the correlated development and growth of contemporary global governance reflect a greater concern for justice in global politics.

**ASSESSMENT**

All students: 3000-word Essay (60%), Exam (30%)

On-campus students: Presentation (10%)

Off-campus students: Contribution to online discussion of weekly seminar questions over course of the trimester (10%)

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## AIR748 – CONTEMPORARY SECURITY AND STRATEGY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Snyder*  
*Incompatible with: AIS661, AIS761, AIR448*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the key concepts in security: power, conflict and the security of the nation state. We begin by examining the causes of war and the evolution of strategic thought from classical times to the present debate on the revolution of military affairs. This leads to a discussion of alternative theoretical frameworks of analysis.

We then focus on current debates within the field: nuclear strategy (including the deterrence or defence debate arising from ballistic missile defence), proliferation of weapons of mass destruction and regional conflict. We conclude by examining the development of grand strategy by the great powers.

**ASSESSMENT**

Two Essays 2000 words 40% each, Participation 20%

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## AIR749 – SECURITY IN THE ASIA-PACIFIC REGION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Boutin*  
*Incompatible with: AIS762, AIR449*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides a broad overview of the security environment of the Asia-Pacific region. It examines the changes in the regional power structure from Cold War to post-Cold War; the rise of China and its implications for regional security; Sino-US relations and the Taiwan problem; Japanese security perspectives and security on the Korean peninsula. It also explores issues such as non-traditional security, economic security, terrorism and nationalism.

**ASSESSMENT**

Two essays 2500 words each, 50% each

## AIR753 – REGIONALISM IN INTERNATIONAL POLITICS

*Offering information: This unit is offered in Trimesters 1 and 3 in 2012. From 2013, it will only be offered in Trimester 3.*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: C Snyder*

*Note: Online discussion will form majority of contact hours with students*

**CONTENT**

This unit examines the changing nature of regionalism in international politics. We begin by examining the theoretical approaches to regionalism from early functionalist approaches to the constructivist 'New Regionalism' theory. We will then assess the development of regional cooperation in three main areas; economics; politics; and, security and defence. Key regional organisations in Europe, the Americas, Africa, Middle East, South Asia, Southeast Asia and Central Asia as well as emerging groupings will be examined and compared. The unit will focus on the nature of regional engagement in these areas and reasons as to the divergence in regionalism among the regions.

**ASSESSMENT**

Research Essay 40% 2000 words  
 Policy Paper 40% 2000 words  
 Online Discussion 20% – ongoing

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## AIR754 – WEAPONS OF MASS DESTRUCTION, PROLIFERATION AND CONTROL

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Boutin*

**CONTENT**

This unit introduces students to the complex issues involved in the proliferation of weapons of mass destruction, which include nuclear, chemical, and biological weapons, and efforts to promote nonproliferation.

This complexity is growing with technological advances and structural changes in the supply environment, as well as the changing political contexts of both proliferation and non-proliferation. This unit considers conceptual issues, trends and developments in proliferation and non-proliferation, the impact of these trends and developments, and key debates in considering the proliferation problem.

#### ASSESSMENT

Essay 1 50% 2500 words

Essay 2 50% 2500 words

skills and work choices in relation to the practices and implementation of selected topics in International Relations.

#### ASSESSMENT

Students enrolled in this unit receive an ungraded pass/fail result based on assessment of the following:

To undertake work or volunteer placement within a host organisation in Australia or overseas and complete the following:

- Pre-departure report: 1000 words
- Project diary: 2500 words
- Project report: 6500 words

## AIR790 – INTERNATIONAL RELATIONS INTERNSHIP

*Offered at: (B, X, X-OS)*

*Credit point(s): 2*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.250*

*Cohort rule: (This unit is only available to students enrolled in A726 course)*

*Unit chair: C Laoutides*

*Prerequisite: 8 credit points in the Master of Arts (International Relations)*

*Incompatible with: AIR791*

*Note: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The purpose of the unit is to allow on campus students who have completed 8 credit points of their Master of Arts (International Relations) and who are in their final trimester of study, to take up a work or volunteer placement within a host organisation in Australia or overseas. The placement will assist them to gain an understanding of a workplace environment associated with their area of study, as well as undertake a specific project which makes a meaningful contribution. The basic principle of the Internship is that it should further the interests of both the students and the host organisation. The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied at university, and to explore the practical applications of their academic study. Students are expected to complete a minimum of 50 hours of work experience in their chosen site. The unit provides a framework for student assessment of their knowledge,

## AIS101 – CROSS-CULTURAL COMMUNICATION

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Thorold*

*Corequisite: Student must be enrolled in course A326, D323 or D338*

*Contact hours: 2 hours per week, comprising 1 lecture and 1 tutorial*

#### CONTENT

The primary aims of this unit are to enable students to develop an understanding of cultural diversity, and to equip them to respond appropriately to social and cultural difference. It outlines the core features of culture and communication as human constructs, and explores key questions concerning interactions between groups that are defined by cultural, ethnic, socio-economic or religious differences. The unit provides students with a conceptual understanding of intercultural communication as well as practical skills for interacting across a range of cultural contexts. Perspectives on cultural competence will be explored and illustrated with case studies and examples from a variety of international settings.

#### ASSESSMENT

Oral presentation 20% – 15 minute presentation (with associated PowerPoint)

1500 word essay 40%

2 hour examination 40%

## AIS201 – INTERNATIONAL STUDIES @ WORK

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: This unit is only available to students enrolled in A326 – Bachelor of International Studies, A326 – Bachelor of Arts (International Studies), D323 – Bachelor of Laws/Bachelor of International Studies, D323 – Bachelor of Laws/Bachelor of Arts (International Studies) more...

Unit chair: P Haeusler

Prerequisite: For students who commenced their course prior to 2012: Completion of at least two units at Level 1  
For students commencing from 2012: AIS101 and ALW117

### CONTENT

The primary aim of this unit is to guide and assist students enrolled in the BA (International Studies) in making informed decisions about their study and subsequent work-career options, and to help them identify and develop key employability skills and attributes. As such, the unit is concerned with career development learning, and encompasses four main elements: self-awareness, opportunity awareness, decision making, and transition learning. Drawing directly on the experiences and insights of representatives from industry we look at career opportunities and related developments in the field of international studies, ranging from the government sector and private enterprise, through to non-government organisations both within Australia and overseas. We consider what is involved in establishing your 'profile' and gaining an edge when it comes to securing a job and laying the foundations for a career, and work with students in developing their own e-portfolios. We also address a range of key workplace skills and attributes, including presenting information (oral, visual), report writing, teamwork, undertaking different types of research, and analysing information.

### ASSESSMENT

Personal and professional development exercise 500 words 10%.

e-Portfolio 50% Students will establish their own ePortfolio. Includes oral presentation.

Industry Study 40% 2000 word report.

NB. May be undertaken in small teams, with appropriate adjustment to word length.

## AIS302 – DEVELOPED AND DEVELOPING WORLDS

Offering information: Not offered in 2012, re-offered in 2013.

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: A Thorold

Prerequisite: AIS101, AIS201, ALW117

Students who enrolled before 2011 must have completed at least 2 units at level 1 and 1 unit at level 2. These must be Arts units.

Corequisite: Student must be enrolled in course A326, D323 or D338

Contact hours: 2 hours per week, comprising 1 lecture and 1 tutorial

### CONTENT

This unit explores key issues and debates surrounding international development. The focus is on the relationship between rich and poor countries of the modern world, on global inequality and ways of understanding and addressing it. Imbalances in wealth, health, information and power are central themes. The pivotal role of non-governmental organisations (NGOs) in development is explored, as are changing perspectives on aid and development effectiveness. Extensive use is made of case studies from various parts of the world, ranging from places in which Australia has a direct interest such as East Timor, PNG and Indonesia, to more distant impoverished regions in Sub-Saharan Africa, South America and South East Asia.

### ASSESSMENT

Oral presentation 20% – 15 minute presentation (with associated powerpoint)

2 X 1500 word essays 40% each

## AIS330 – INTERNATIONAL INTERNSHIP A

Offered at: (B, G, X-OS)  
Credit point(s): 2  
Offerings: Trimester 1, Trimester 2 or Trimester 3

EFTSL value: 0.250

Cohort rule: (This unit is available only to students enrolled in A326, D323 or D338)

Previously: AIR330

Work experience in industry: This is a Work Experience in Industry (WEI) unit.

Unit chair: P Haeusler

Prerequisite: AIS201 and permission from the Unit Chair.

Incompatible with: AIR331, AIR330, AIS331



*Note: Students may undertake an internship placement overseas OR with a suitable internationally-oriented organisation in Australia. Those undertaking placements overseas have the 2cp (AIS330) and 4cp (AIS331) options available to them.*

*Placements undertaken within Australia are restricted to the 2cp unit (AIS330).*

*Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact the Unit Chair in the first instance for further information.*

*Note: Online teaching methods require internet access. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In consultation with the unit chair and the international host organisation, students develop an individualised plan for their internship. This plan is designed to develop skills associated with the major or minor sequences, which the student is undertaking. The unit offers the students the opportunity to gain direct experience of institutional culture and practice in overseas public and private organisations and to explore the practical applications of their international studies program.

### ASSESSMENT

Pre-departure assignment 2000 words 25%;  
Online journal 2000 words 20%;  
Internship report 3500 words 45%;  
Promotional exercise 300 words 10%.  
Assessment is on a graded basis.

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## AIS331 – INTERNATIONAL INTERNSHIP B

*Offered at: (B, G, X-OS)*

*Credit point(s): 4*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.500*

*Cohort rule: (This unit is available only to students enrolled in A326, D323 or D338)*

*Previously: AIR331 International Internship B*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: P Haeusler*

*Prerequisite: AIS201 and permission from the Unit Chair.*

*Incompatible with: AIR330, AIR331, AIS330*

*Note: Students may undertake an internship placement overseas OR with a suitable internationally-oriented organisation in Australia. Those undertaking*

*placements overseas have the 2cp (AIS330) and 4cp (AIS331) options available to them.*

*Placements undertaken within Australia are restricted to the 2cp unit (AIS330).*

*Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact the Unit Chair in the first instance for further information.*

*Online teaching methods require internet access. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In consultation with the unit chair and the international host organisation, students develop an individualised plan for their internship. This plan is designed to develop skills associated with the major or minor sequences, which the student is undertaking. The unit offers the students the opportunity to gain direct experience of institutional culture and practice in overseas public and private organisations and to explore the practical applications of their international studies program.

### ASSESSMENT

Pre-departure assignment 3000 words 25%;  
Online journal 3000 words 20%;  
Internship report 5000 words 45%;  
Promotional exercise 300 words 10%.  
Assessment is on a graded basis.

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## AIX290 – AUSTRALIA TODAY: AN INTRODUCTION TO AUSTRALIA

*Offering information: \* In Trimester 3 only, this unit is offered in intensive mode commencing early January at the Geelong Waterfront Campus only.*

*\*\* This unit will not be offered at Geelong in Trimester 1 or Trimester 2 in 2012.*

*Offered at: (B, G\*\*, S\*)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G\*\*) Trimester 2 (B, G\*\*) or Trimester 3 (S\*)*

*Note: Not offered Trimester 2 in 2012, re-offered 2013*

*EFTSL value: 0.125*

*Cohort rule: (This unit is available only to International students)*

*Unit chair: L Johnson*

*Incompatible with: AIX292, AIX390, AIX392*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit studies current debates, issues and concerns in the understanding of contemporary Australian society and culture. It focuses on the interests of international students who need skills and understandings for work and study in Australia. Through an introduction to the key issues facing Australians today, the unit aims to develop students' skills for working and communicating in the international context; locate Australia in various global contexts, within the British Empire, Asia, the global economy, politics and international relations; and take an international perspective on diversity and difference in Australian culture and society, through a range of studies of popular culture, sport, settlement, landscape and people.

### ASSESSMENT

Class paper and participation 20%, Field Report 30%, Major essay 50%

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## AIX390 – AUSTRALIA TODAY: AN INTRODUCTION TO AUSTRALIA

*Offering information: \* In Trimester 3 only, this unit is offered in intensive mode commencing early January at the Geelong Waterfront Campus only.*

*Offered at: (B, G, S\*)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G) Trimester 2 (B, G) or Trimester 3 (S\*)*

*Note: Not offered Trimester 2 in 2012, re-offered 2013*

*EFTSL value: 0.125*

*Cohort rule: (This unit is available only to International students)*

*Unit chair: L Johnson*

*Incompatible with: AIX290, AIX292, AIX392*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit studies current debates, issues and concerns in the understanding of contemporary Australian society and culture. It focuses on the interests of international students who need skills and understandings for work and study in Australia. Through an introduction to the key issues facing Australians today, the unit aims to develop students' skills for working and communicating in the international context; locate Australia in various global contexts, within the British Empire, Asia, the global economy, politics and international relations; and take an international perspective on diversity and difference in Australian culture and society, through a range of studies of popular culture, sport, settlement, landscape and people.

### ASSESSMENT

Reading exercise and participation 500 words 20%, Field exercise 1500 words 30%, Essay 2500 words 50%

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## AIX493 – DISSERTATION PREPARATION

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Vandenberg*

*Corequisite: Must be enrolled in A400 course.*

*Incompatible with: AIX492, ASP491*

*Contact hours: 1 x 2 hour seminar weekly, and off campus equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit shows students how to specify the topic of their thesis research in the social sciences and humanities, how to delimit the literature of other research relevant to the topic, how to summarise the literature of other research, and how to develop an argument about where the gaps are that need to be filled with further research.

### ASSESSMENT

Assessment 1:

Literature Review 1500 words 30%.

Assessment 2:

Dissertation Proposal 2000 words 40%.

## Assessment 3:

- On-campus: Seminar participation, exercises, all trimester 30%.
- Off-campus: Journal entries one, two and three comments – And – Workbook 30%.

## AIX494 – DISSERTATION WORK IN PROGRESS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B He*

*Prerequisite: AIX493*

*Corequisite: Must be enrolled in A400 course*

*Contact hours: A number of full-day seminars early in the trimester on dates to be advised (on-campus students). A number of full-day seminars early in the trimester (on dates to be advised) OR active participation in the unit through DSO (off-campus students).*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit comprises a number of full-day seminars early in the trimester (on dates to be advised) in which all honours students in the School of International and Political Studies present a paper outlining their work-in-progress on their dissertation. All students will be expected to participate in discussion of the papers presented.

### ASSESSMENT

This unit will be taught as a weekly two-hour seminar, in which on and off-campus students present on portions of their theses, and comment on each other's work.

## AIX702 – DISSERTATION A

*Offered at: (B\*, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, Trimester 2 and Trimester 3*

*EFTSL value: 0.250*

*Cohort rule: \*On Campus option for International Relations students enrolled in A726 course only*

*Unit chair: D Hundt*

*Prerequisite: Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, or Psychoanalytic Studies must seek permission from the Unit Chair.*

*Students must normally have a distinction average or higher in their previous coursework, and enrolment is subject to the availability of a supervisor. The unit is normally to be undertaken in the last year of a student's study.*

*Corequisite: AIX703*

*Incompatible with: AIR718, AIR752, AIR780, AIR781, AIR782, AIR783, AID754, AID755, AIP752, ASP780*

*Note: Assessment for the overall Dissertation, comprising units AIX702 and AIX703, is a research dissertation of 14-16,000 words (100%) applicable at completion of AIX703. Completion of both AIX702 and AIX703 can be undertaken in one or over two trimesters. The rationale for offering the Dissertation in the form of two 2 credit point units is to provide the opportunity to complete the dissertation part-time. There are no formal assessment requirements in, or an exit point providing formal credit, from AIX702.*

### CONTENT

Topics that can be addressed in this unit are restricted to areas in which staff in the relevant disciplines has expertise.

In preparing the dissertation the student will, with the assistance of the supervisor:

- present a dissertation proposal; and
- identify a relevant set of references and prepare bibliography drawn from a literature review

### ASSESSMENT

Students enrolled in this unit will also have to undertake as a co-requisite AIX703. Assessment across these units is a dissertation of 14-16,000 words, equivalent to an Honours thesis. In AIX702, students will be expected to prepare a project proposal, identifying aims, approach, structure and primary and secondary sources. This outline is a hurdle requirement only.

## AIX703 – DISSERTATION B

Offered at: (\*B, X)

Credit point(s): 2

Offerings: Trimester 1, Trimester 2 and Trimester 3

EFTSL value: 0.250

Cohort rule: \*On Campus option for International Relations students enrolled in A726 course only

Unit chair: D Hundt

Prerequisite: Students planning to take this unit in International Relations, International and Community Development, Politics and Policy, or Psychoanalytic Studies must seek permission from the Unit Chair.

Students must normally have a distinction average or higher in their previous coursework, and enrolment is subject to the availability of a supervisor. The unit is normally to be undertaken in the last year of a student's study.

Corequisite: AIX702

Incompatible with: AIR718, AIR752, AIR780, AIR781, AIR782, AIR783, AID754, AID755, AIP752, ASP780

Note: Assessment for the overall Dissertation, comprising units AIX702 and AIX703, is a research dissertation of 14-16,000 words (100%) applicable at completion of AIX703. Completion of both AIX702 and AIX703 can be undertaken in one or over two trimesters. The rationale for offering the Dissertation in the form of two 2 credit point units is to provide the opportunity to complete the dissertation part-time. There are no formal assessment requirements in, or an exit point providing formal credit, from AIX702.

### CONTENT

Topics that can be addressed in this unit are restricted to areas in which staff in the relevant disciplines has expertise.

In preparing the dissertation the student will, with the assistance of the supervisor:

- present a dissertation proposal; and
- identify a relevant set of references and prepare bibliography drawn from a literature review;

### ASSESSMENT

Students enrolled in this unit will also have to undertake as a co-requisite AIX702. Assessment across these units is a dissertation of 14-16,000 words, equivalent to an Honours thesis. In AIX702, students will be expected to prepare a project proposal, identifying aims, approach, structure and primary and secondary sources. This outline is a hurdle requirement only.

## ALC101 – CONTEMPORARY COMMUNICATION: MAKING SENSE OF TEXT, IMAGE AND MEANING

Offering information: \*Not offered at the Geelong Waterfront Campus in 2012, re-offered 2013.

Offered at: (B, G, W, S\*, X)

Credit point(s): 1

Offerings: Trimester 1 (B, G, W, S\*, X) or Trimester 3 (X)\*\*

\*\* The Trimester 3 off campus offering is available to students enrolled in Faculty of Arts and Education courses only.

EFTSL value: 0.125

Unit chair: T Chalkley

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to various approaches available to the study of communication and to some critical 'tools' with which to examine a variety of communication texts and practices, such as film, advertising and news media. Topics of study include non-verbal communication, culture, narrative, discourse, workplace communication, semiotics, digital/new media, and how audiences make meaning. The unit examines the links between communication and power, paying particular attention to issues of ideology, gender, and ethnicity.

### ASSESSMENT

Online work – 2000 words equivalent, 50%

Research essay – 2000 words, 50%

## ALC102 – CONTEMPORARY COMMUNICATION: MAKING SENSE OF NEW MEDIA

Offered at: (B, G, W, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: T Cinque

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit introduces students to the study of contemporary communication in new media. It offers a critical vocabulary with which to analyse the various discourses, cultures and technologies associated with the new media. The unit examines some moral, legal and ethical implications of the new media and links them with contemporary political, social and cultural concerns such as new literacies, power relations, gender, race, ethnicity and multi-culturalism.

**ASSESSMENT**

Annotated bibliography (750 words) 15%  
 Essay plan (500 words) 15%  
 Major Essay (2000 words) 50%  
 Class debate presentation or online equivalent 20%

## ALC208 – RESEARCHING MEDIA: TEXTS, AUDIENCES AND INDUSTRIES

*Offered at:* (B, G, W, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* C Moore

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the research process from choosing a research topic to writing a scholarly or non-scholarly report. It examines selecting a suitable theoretical framework for a project, searching for and reviewing the literature, research design, ethics, sampling, measurement, data collection, analysis, interpretation of results and the use of relevant computer software. Surveys and content analysis (quantitative); depth interviews, focus groups and field studies (qualitative); and case studies, are the data collection methods covered in researching media texts, audiences and industries. It also discusses the applications of these methods in the everyday professional practices of media production, journalism and public relations.

**ASSESSMENT**

Analytical essay 2000 words 40%, Research proposal 3000 words 60%.

## ALC209 – REPRESENTING MEN AND MASCULINITIES

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* L Star

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit utilises cinema, print, television and online texts to examine diverse representations of masculinities as cultural and personal projects. It introduces classic and contemporary explanations of the construction and communication of masculinities in selected international locations. The unit de-naturalises common sense and essentialist ideas concerning biology and masculinity as fixed and unitary gender positions. Examination of the diverse, learned and flexible nature of masculine identities and performances provides an understanding of power relationships and self-production across topics such as car culture, colonialism, policing, domestic relations, schooling, sport, peacekeeping, dance, gypsies, popular culture, sexuality, the USA Star Wars defence programme, violence, the new men's movements, and the work place.

**ASSESSMENT**

Essay 25%  
 Group Observation Exercise and Presentation 25% Exam 50%

## ALC215 – GLOBALISATION AND THE MEDIA

*Offered at:* (B, G, W, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* C Moore  
*Incompatible with:* ALC315

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the specific roles that the cultural and communications industries have played and continue to play in globalisation. It introduces students to some major models of globalisation and then examines how changes in the national and international regulation of trade have enabled and enhanced the production and distribution of cultural and communicational goods and services on a global scale. The unit complements its focus on producers and regulators with an examination of the ways in which 'global' products are consumed and used as 'local' levels, with particular emphasis on instances of 'counter-global cultures' and some of the techniques through which they have been created.

**ASSESSMENT**

1. Weekly Blogging Task 250 words per week for 8 weeks (2000 words total) 50%
2. Peer reviews and responses 100 words x 8 weeks (800 words total) 20%
3. Students extend one of their blog posts into a longer critical piece (1500 words) 30%

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## ALC313 – MEDIA AND COMMUNICATION INTERNSHIP

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*EFTSL value: 0.125*

*Unit chair: E Price*

*Prerequisite: ALC101, ALC102*

*Note: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

After briefing sessions, the content of the unit is the internship itself, which is a placement in a mutually arranged, supervised position where students will undertake a project for the workplace and report on it both to the workplace and the university. The methodologies that need to be utilised in the project are dependent upon the type of placement. In this particular unit students will be expected to complete the following tasks:

- An in-depth focus in at least one of pre-production development, production processes, or post-

production tasks, and a demonstrated knowledge of the other areas that are not studied in detail;

- Produce a folio of work completed (if applicable);
- Produce a report of the placement based on the experiences gained, interviews with appropriate personnel and supported by research from other authoritative sources.

**ASSESSMENT**

Written report of 3000 words (including journal of internship experience 20% and research element 50%) totalling 70%, folio or show reel 30%.

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## ALC314 – ADVERTISING: DESIGNING DESIRES

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Chalkley*

*Prerequisite: Students must have completed 6 credit points before enrolling in this unit*

*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Advertising works by blending the present and the future. Adverts tell us stories about ourselves and of whom we could be; they offer us images of ourselves and of who we could be; and they address us as individuals but invite us to join product- or brand-based communities. ALC314 Advertising: Designing Desires uses various forms of practical exercise and simulation to illustrate the diverse theories and approaches underlying contemporary advertising. It shows that advertising requires many of the same ideas and skills that underpin other sectors of the communication industry, including journalism, public relations, marketing and media arts; and it shows how the new promotional cultures and entertainment economies are undermining the distinctions between these hitherto disparate sectors of the industry.

**ASSESSMENT**

Students will be assessed on their ability to integrate theories and practices of advertising and to demonstrate their ability to apply those theories and practices in other sectors of communication.

Assessment will take the form of a trimester-long portfolio of ten small assignments. Each is derived from the unit materials and is displayed in an online 'virtual gallery'. In each small assignment, a student will analyse an advert prescribed for them, drawing on two Exemplars provided in the unit materials. Then s/he will choose a different advert, analyse it in the same way and then change its appearance to highlight how the original means what it does.

In the first few weeks, students will submit an orientation exercise (5%) and then a portfolio at the unit's midpoint for comment, advice and direction, and at the end of the unit for final appraisal (95%).

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## ALC320 – APPROACHES TO MEDIA: AUDIENCES AND EFFECTS

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: N Weerakkody*  
*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

On completion of the unit students should be able to identify the various schools of thought that examined media effects from the early 1990s to date such as the Columbia, Frankfurt, Chicago, Toronto and British Cultural Studies research traditions.

Students will then examine the various theorising on media effects such as strong, weak and limited effects models and active and passive audiences, and the effects of various media content including violence, news, political, and persuasive messages such as advertising on specific social groups such as children, minorities, consumers and voters. It will then examine the effects of new media technologies such as computers, video games, and the Internet on society and on the process of creating media content within the context of globalisation, media convergence, and interactivity.

Topics to be addressed in this unit include the scholarly research from the early 1900s to date and the resulting theories and debates about media effects on audiences. The interaction between media and audiences will be analysed as a 'dynamic equilibrium – involving media content as well as the technologies themselves. Media effects will be studied as a triangular process involving texts, audiences and the context, working as influential partners of the process of mass communication.

### ASSESSMENT

Assignment 1 – 30%, Essay 1500 words; Assignment 2 – 30% Collaborative report 1500 words; Assignment 3 – 40% Essay 2000 words. All assignments to be submitted and returned online.

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## ALC705 – ORGANISATIONAL COMMUNICATION: CULTURE, DIVERSITY, TECHNOLOGY AND CHANGE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Rashleigh*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the main approaches to the study of organisational communication from various perspectives including critical studies, cultural studies and postmodern theory. It will examine the nature and function of organisational culture and the role of communication in cultural change within organisations during periods of transition, mergers, technological innovations and globalisation. Taking a global perspective, the unit introduces students to the issues relevant to the international multicultural workplace as well as those of power, ideology and hegemony within organisations and society. It critically analyses how communication technologies change the nature of work and organisations from the point of view of the individual and discusses the importance of member involvement in the change processes.

### ASSESSMENT

Two essays 2500 words, 50% each.

## ALC706 – CULTURE, COMMUNICATION AND GLOBALISATION: CRITICAL PRACTICES IN/AND LOCAL CULTURES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Redmond*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the specific roles that the cultural and communication industries have played and continue to play in globalisation. It introduces students to some major models of globalisation and then examines how changes in the national and international regulation of trade have enabled and enhanced the production and distribution of cultural and communicational goods and services on a global scale. The unit complements its focus on producers and regulators with an examination of the ways in which 'global' products are consumed and used at 'local' levels, with emphasis on instances of 'counter-global cultures' and some of the techniques through which they have been created.

### ASSESSMENT

Individual creative exercise 40%  
 Research essay (3000 words) 60%

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## ALJ111 – CONTEMPORARY JOURNALISM

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: P Bethell*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is an introduction to news journalism. Students will be invited to consider the range of factors that contribute to shaping the contemporary news agenda and the dissemination of information in a multimedia world. They will be introduced to some of the practical, ethical, legal and commercial pressures which frame and inform the reporting of news through their own experiences while preparing practical work in journalism.

### ASSESSMENT

Practical assignments, 40% and 60%

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## ALJ112 – COMPARATIVE JOURNALISM STUDIES

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Jeppesen*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students in this unit develop their creative skills in feature writing and focus on interview techniques for journalists. At the same time, students are invited to compare journalism in other countries with the Australian system. Other countries to come under study include the United Kingdom, the United States, Indonesia and China.

### ASSESSMENT

Written assignments 60%, Examination 40%

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## ALJ216 – RESEARCH FOR WRITERS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Harkin*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

In this unit students are expected to combine journalism skills with academic techniques of research. The aim this trimester is to develop research and writing skills to a level where the student can produce feature articles suitable for publication. There is strong emphasis on finding original information from sources ranging from interviews to the Internet.

**ASSESSMENT**

Research file 20%  
Two articles 40% each  
All assignments must be typed or printed from a word processor. Students must complete all items of assessment in this unit. If they do not complete every piece they will be awarded a fail for the unit.

**ALJ217 – EDITING AND DESIGN**

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Harkin*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the practices and theories behind the production of print and online publications. It specifically considers the role of the newspaper sub-editor and online producer in the production of news. The first half of the unit covers the editing of body text and the writing of headlines and captions for both forms. The second half considers the design aspects of print production, such as newspapers and magazines and considers designing for the Web.

**ASSESSMENT**

In class group work 20%, In class editing exercises 30% (equivalent to 2000 words total), one essay 2000 words 50%

**ALJ301 – MULTI-MEDIA JOURNALISM**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Hirst*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will teach: blogging; moblogging; writing for multi-media; newsgathering in a multi-media environment; writing for online journalism; and how to maintain a web site. The theory base will consider the power of multi-media in a changing media world, and consider the strengths and weaknesses of various media, leading to an appreciation of the potential of multi-media journalism to reach more of a fragmented audience.

**ASSESSMENT**

Participation in online forum 20%  
Essay 40%  
Portfolio of online new stories 40%

**ALJ313 – MEDIA LAW AND ETHICS**

*Offering information: \*Warrnambool students are encouraged to enrol in the off campus mode.*

*Offered at: (B, G, X\*)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Little*  
*Incompatible with: ALR205*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit studies the ethical and legal framework governing journalists in Australia. It will look at journalists' rights and risks and the problems raised for the media by restraints on freedom of expression. The unit will focus in particular on ethical codes of practice, and legal issues such as defamation, contempt of court and copyright.

**ASSESSMENT**

Two essays 2500 words each 50% each.

All assignments must be typed or printed from a word processor. Students must complete all items of assessment in this unit. If they do not complete every piece they will be awarded a fail for the unit.

## ALJ318 – BROADCAST JOURNALISM (RADIO)

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Murrell*

*Prerequisite: Students must have successfully completed 2 units from the Journalism major sequence.*

*Note: Students will be required to use digital recording and editing software to complete their assignments.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit, students will learn the techniques of broadcast (radio) journalism and the ways in which these differ from reporting for the print media. They will learn to write for a voice and an audience. Practical work includes interviewing, writing, recording and editing reports for broadcast news and current affairs. Students will also analyse the role of radio news as an information provider.

**ASSESSMENT**

One written essay, 50% (2000 to 2,500 words)

One practical radio assignment, 50% (three and a half minutes duration on a CD)

## ALJ319 – BROADCAST JOURNALISM (TELEVISION)

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Murrell*

*Prerequisite: Students must have successfully completed 2 units from the Journalism major sequence.*

*Note: Students will be required to use digital recording and editing software to complete their assignments.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students will learn the techniques of interviewing, reporting, writing and filming for television news and current affairs. Students will be introduced to the production techniques needed to compile news reports for television and they will learn about writing and delivering spoken news in a credible manner. Students will research, report and edit a current affairs assignment. Students will analyse the role of television news and current affairs programs as information providers.

**ASSESSMENT**

One practical assignment (equivalent 2500 words) 50%

One essay (2500 words) 50%

## ALJ321 – JOURNALISM INTERNSHIP

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: P Bethell*

*Campus contact: P Bethell (B, G, X), K Hess (W)*

*Prerequisite: ALJ111 and ALJ112*

*Note: Internship units are normally undertaken in third year (or equivalent) and enrolment is subject to completion of specified prerequisite units and special application requirements. Interested students should look at the Faculty Experiential learning website information (<http://www.deakin.edu.au/arts-ed/internships/>) and then contact the Unit Chair ([paul.bethell@deakin.edu.au](mailto:paul.bethell@deakin.edu.au)) before making an application to enrol.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit allows Journalism students to carry out work experience in a journalism workplace. The work experience destination can be at the initiative of the student or made available through Deakin's work experience partnerships with newsrooms across a range of different news media titles including the Geelong Advertiser, Herald Sun, the Age, Warrnambool Standard, Channel Nine News, Channel Ten News, ABC News and WIN TV News. Each internship is individual and may

include work for newspapers, radio, TV or online news media. Students will be expected to observe, take part in and reflect on the work of an industry newsroom.

#### ASSESSMENT

Internship report 50%  
Internship folio 50%

## ALJ322 – JOURNALISM INTERNSHIP B

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, 2 and 3*

*EFTSL value: 0.125*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*Unit chair: P Bethell*  
*Campus contact: P Bethell (B, G, X), K Hess (W)*  
*Prerequisite: ALJ321 and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information.*  
*Contact hours: As a Work Integrated Learning unit, there is no formal teaching and students have contact with academic staff via ongoing consultation.*

*Note: Internship units are normally undertaken in third year (or equivalent) and enrolment is subject to completion of specified prerequisite units and special application requirements. Students should look at the Faculty Experiential learning website information (<http://www.deakin.edu.au/arts-ed/internships/>) and then contact the Unit Chair ([paul.bethell@deakin.edu.au](mailto:paul.bethell@deakin.edu.au)) before making an application to enrol.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will allow Journalism students who have already completed ALJ321 Journalism Internship to undertake further work experience in a journalism workplace. The work experience destination can be at the initiative of the student or made available through Deakin's work experience partnerships with newsrooms across a range of different news media titles including The Geelong Advertiser, Herald Sun, The Age, Warrnambool Standard, Channel Nine News, Channel Ten News, ABC News and WIN TV News. Each internship is individual and may include work for newspapers, radio, TV or online news media. Students will be expected to observe, take part in and reflect on the work of an industry newsroom.

#### ASSESSMENT

Internship report 50%  
Internship folio 50%

## ALJ710 – MULTIMEDIA REPORTING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Hirst*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Journalists are increasingly being asked to work in bi-media or multimedia environments where their work appears on multiple platforms. This unit provides students with an understanding of the complexities of this new media environment. It looks at the newsgathering and news writing skills required to work in this environment and the types of multi-skilling used in multi-media newsrooms. It will also address industrial, ethical and other issues raised by the new work practices used in this environment.

#### ASSESSMENT

Essay 2000 words 40%, practical assignment (equivalent 3000 words) 60%

## ALJ722 – JOURNALISM IN CONTEMPORARY SOCIETY

*Offered at: (B\*, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*\* Not offered 2012, re-offered 2013.*

*EFTSL value: 0.125*  
*Unit chair: P Jeppesen*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The contemporary context for the practice of journalism in Australia today is becoming increasingly complex. The new multi-media environment is the subject of many social debates. This unit provides the means to explore these contemporary debates. The unit aims to enable students to understand the complexities of the contemporary journalistic environment and understand the changes in modern journalistic professional practice. Students will be encouraged to critically assess theories, which attempt to explain the nexus between the media and society

and the role of journalists. Changes in professional practice will be examined along with the impact of new technologies, globalisation and ownership changes. Perceived trends including 'infotainment' and the 'dumbing down' of news will also be analysed to determine the extent to which today's journalists can balance ethical and commercial imperatives.

#### ASSESSMENT

Two essays 2500 words each 50% each

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## ALJ724 – LAW MEDIA AND COMMUNICATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Hirst*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the legal framework regulating freelancing and specific job roles in media and communication in Australia. This unit is particularly relevant to journalists, public relations practitioners, writers and freelancers in film/video, creative enterprise and media.

Delivered in a case study environment, this unit aims to provide both a theoretical and practical insight into the legal rights and risks of communicators. The unit will focus in particular on legal issues such as defamation, contempt of court, contracts, copyright and intellectual property.

#### ASSESSMENT

Two essays 2500 words each 50% each

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## ALJ725 – EDITING AND DESIGN IN A MULTIPLE MEDIA ENVIRONMENT

*Offered at: (B\*, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*\* Not offered at Burwood on campus in 2012, re-offered 2013.*

*EFTSL value: 0.125*  
*Unit chair: J Harkin*  
*Incompatible with: ALJ217*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to enable students to understand the theories, which underpin editing and design in a multi-media environment, including print and online publications. The unit also helps students apply the principles of editing and design to multi-media products and enables them to conceptualise the role/s of the sub-editor and/or online producer in the production of news.

#### ASSESSMENT

One essay 2500 words 50%, One practical assignment/essay (equivalent to 2500 words) 50%

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## ALJ728 – FEATURE WRITING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Hirst*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides students with the skills to report, interpret and comment in depth on public affairs and to work as specialists in different branches of journalism and local government. These include business journalism, political journalism, religious affairs journalism, ethnic affairs journalism and crime and police reporting journalism. This unit enables students to develop skills in the gathering and delivery of news and feature items. It also helps students develop advanced reporting and analytical skills essential to interpreting while outlining the rights, duties and obligations of reporters engaged in feature writing.

#### ASSESSMENT

One research file and news feature equivalent 2000 words 40%, One profile equivalent 3000 words 60%

## ALJ729 – NEWSROOM PRACTICE

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Hirst  
Incompatible with: ALJ111*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to help students gain an understanding of modern professional practice in newsrooms and in particular to gain an understanding of news values and news writing.

This unit introduces students to the professional practices of the modern newsroom with particular focus on the news format, news angles and news writing including the theoretical underpinnings of the editorial process. Students will undertake a variety of news writing exercises making use of HOTCopy, the virtual newsroom.

### ASSESSMENT

Students will be expected to produce two hard news assignments (50% each) which will include research files and interview notes, equivalent to 5000 words.

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## ALL101 – NARRATIVE AND IDENTITY

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Pont*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will equip students with the vocabulary needed to talk about literary texts and invite students to think about the vital role that fictions play in giving shape to our identities. The unit approaches literature and literary study as important pathways to unlocking our identities and understanding our lives, affirming the potential for transformation of the self that literary texts and study offer. Set texts include Christopher Nolan's Memento, J.M. Coetzee's Disgrace, Steven

Spielberg's AI: Artificial Intelligence and Jeanette Winterson's Oranges are Not the Only Fruit.

### ASSESSMENT

1000 word creative essay with 500 word critical appendix (40%)  
1500 word critical essay (40%)  
1000 word group class presentation (20%)

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## ALL102 – NARRATIVE AND GENRE

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: M Takolander*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit extends the study of literature to popular genres, such as science fiction, gothic horror, detective stories and autobiography. This unit makes use of narrative and genre theory, an investigation of historical and political contexts, and psychoanalytic tools to further understanding of literature and genre.

This approach acknowledges story-telling as a fundamental means through which human beings make sense of and order the world. Set texts include Bram Stoker's Dracula, Sylvia Plath's Ariel, Ang Lee's Brokeback Mountain and Dorothy Porter's The Monkey's Mask.

### ASSESSMENT

1000 word creative essay with 500 word critical appendix (40%)  
1500 word critical essay (40%)  
1000 word group class presentation (20%)

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## ALL153 – READING CHILDREN'S TEXTS

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: E Bullen  
Incompatible with: ALL253*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Children learn about themselves and others from their families, their educational settings and from texts – the books, films and other media – they consume. Our focus in this unit is on how children's texts position their readers, paying attention to the narrative strategies they use and the ideologies they promote. The unit provides an overview of children's literature, its origins and its place within children's culture and socialising practices. It engages with a wide range of genres and texts (picture book, novel, screen) from a variety of cultural traditions. This first year unit introduces students to key concepts essential to the analysis of children's texts.

### ASSESSMENT

Exercise (1000 words) 20%, Two essays (1500 words each) 40% each.

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## ALL154 – POWER POLITICS IN CHILDREN'S TEXTS

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: P Venzo  
Incompatible with: ALL254*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Children's texts offer models for ways of living in the world by positioning children to identify with characters who want certain things and who behave in specific ways that lead them to success. Never innocent of politics, narratives presented to children tell them about the world and their place within broader cultural institutions. Using theories that interrogate the construction of power and mechanisms of control in contemporary societies, this unit looks at the role children's texts play in inducting children into value systems. Students will analyse the extent to which children's texts express or contest the politics of our time.

### ASSESSMENT

Exercise 1000 words 25%, Essay 1000 words 25%, Essay 2000 words 50%

## ALL201 – LITERATURE AND MODERNITY A: FROM ROMANTICISM TO REALISM

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Vickery*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the literary processes of Romanticism and realism and relates them to the general intellectual movements of their time. The unit will consider the varieties of expression within Romanticism and realism and some of the philosophical issues raised by those literary movements. Writers studied will include the following: Blake, Wordsworth, Keats, Bronte, Flaubert, Dickens, Carver and McEwan.

### ASSESSMENT

Assignment one (1000 words) 20%  
Assignment two (1500 words) 35%  
Assignment three (1500 words) 35%  
Online/class participation (equivalent of 500 words) 10%

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## ALL202 – LITERATURE AND MODERNITY B: LITERARY MODERNISMS

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Mccooley*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the development and consequences of modernism and postmodernism in literature. Both movements will be addressed through the themes of 'spaces', 'making it new' and 'selves'. Students will study a range of texts (including prose, poetry, and film) and writers such as Virginia Woolf, T.S. Eliot, Thomas Pynchon, and Michael Cunningham.

**ASSESSMENT**

Critical essay (1500 words) 40%  
 Critical OR Creative essay (1500 words) 40%  
 Class/Online exercise 20%

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**ALL226 – THE BODY IN CHILDREN'S TEXTS**

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: P Venzo*  
*Incompatible with: ALL326*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Both traditional and new media texts incorporate representations of child bodies that are medicated, under surveillance, gendered, sexualised, commercialized and commodified. These bodies are treated as pathological and technological, as human and cyborg. In this unit students critically engage with a wide range of texts representing the diversity of children's bodies as subjects in society, researching and responding to the politics these representations generate. Building on their understanding of narrative theory, ideology, power and identity as they operate in literature and other textual forms, students investigate how child bodies are understood, constructed, marked and enacted by stories and representations.

**ASSESSMENT**

30% Online exercise  
 30% Essay (creative and exegesis)  
 40% Essay (critical)

**ALL230 – RACE, PLACE AND CHILDREN'S TEXTS**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Rutherford*  
*Incompatible with: ALL330*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Cultural and racial representations in children's texts reflect the norms of the society in which they are produced. They advocate ways of being and model ways of relating to others. This unit examines how children's texts construct cultural otherness, and how they approach questions of difference and sameness, fear and acceptance. Students will consider how texts position readers to understand and respond to ideas about personal and national identities.

**ASSESSMENT**

Essay 1, 2000 words 50%  
 Essay 2, 2000 words 50%

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**ALL254 – POWER POLITICS IN CHILDREN'S TEXTS**

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Venzo*  
*Incompatible with: ALL154*

*Note: Warrnambool Arts students see course adviser to add unit to enrolment.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Children's texts offer models for ways of living in the world by positioning children to identify with characters who want certain things and who behave in specific ways that lead them to success. Never innocent of politics, narratives presented to children tell them about the world and their place within broader cultural institutions. Using theories that interrogate the construction of power and mechanisms of control in contemporary societies, this unit looks at the role

children's texts play in inducting children into value systems. Students will analyse the extent to which children's texts express or contest the politics of our time.

### ASSESSMENT

Exercise 1000 words 25%, Essay 1000 words 25%, Essay 2000 words, plus annotated bibliography of wider research 50%

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## ALL326 – THE BODY IN CHILDREN'S TEXTS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: P Venzo*  
*Incompatible with: ALL226*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Both traditional and new media texts incorporate representations of child bodies that are medicated, under surveillance, gendered, sexualised, commercialized and commodified. These bodies are treated as pathological and technological, as human and cyborg. In this unit students critically engage with a wide range of texts representing the diversity of children's bodies as subjects in society, researching and responding to the politics these representations generate. Building on their understanding of narrative theory, ideology, power and identity as they operate in literature and other textual forms, students investigate how child bodies are understood, constructed, marked and enacted by stories and representations.

### ASSESSMENT

30% Online exercise  
 30% Essay (creative and exegesis)  
 40% Essay (critical)

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## ALL328 – LITERATURE AND PHILOSOPHICAL CONTEXTS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Mc Culloch*  
*Prerequisite: Successful completion of at least one second year literature unit*  
*Incompatible with: ALL387*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

A cross-section of writers from around the world will be studied alongside relevant philosophical writings. Writers studied include Dostoyevsky, Camus, Calvino, Susskind, and Murakami, alongside philosophical writers such as Freud, Kristeva, Nietzsche, Deleuze & Guattari and Kuhn. Students will consider:

- Existential thought and literary texts;
- Psychological perspectives and literary representations;
- Philosophy of science and scientific motifs in literary texts;
- The movement from modernism to postmodernism: identifying the shifting ideological ground, and
- Tragic theory, evolving from tragedy to tragic vision.

An opportunity will be extended to those who wish to interpret some of the literature through creative writing.

### ASSESSMENT

Research essay 2500 words 60%, research journal 1500 words 40%.

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## ALL330 – RACE, PLACE AND CHILDREN'S TEXT

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Rutherford*  
*Incompatible with: ALL230*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Cultural and racial representations in children's texts reflect the norms of the society in which they are produced. They advocate ways of being and model ways of relating to others. This unit examines how children's texts construct cultural otherness, and how they approach questions of difference and sameness, fear and acceptance. Students will consider how texts



position readers to understand and respond to ideas about personal and national identities.

#### ASSESSMENT

Essay 1 (with annotated resources list), 2000 words 50%  
Essay 2 (with annotated resources list), 2000 words 50%

## ALL360 – AUSTRALIAN LITERATURE

*Offered at: (B, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Mc Credden*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to a range of Australian fiction, poetry and drama. A detailed understanding of writing genres and forms, and of Australian literary history, will entail readings of both early and contemporary texts. Students will learn to approach literary texts through thematic and theoretical focuses, with specific attention to Indigenous writing and multicultural writing.

#### ASSESSMENT

Seminar paper 1000–1500 words 25%, in-class test 1000 words 25%, essay 2000 words 50%.

## ALL372 – THE LITERATURES OF HELL AND HEAVEN

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Mc Credden*  
*Prerequisite: At least one unit of second year Literary Studies*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit focuses on a range of literary and theoretical texts – poetry, prose, theological works – from different historical periods which are centrally concerned with representations of hell and heaven. Discussion and assessment will ask students to consider such texts in their literary, historical, religious and philosophical contexts.

#### ASSESSMENT

Journal, 40%, 1500 words  
An Individual research essay, 60%, 2500 words

## ALL373 – GREEK TRAGEDY: DEATH, SEX AND VENGEANCE

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Goodrich*  
*Prerequisite: Successful completion of at least one second year literature unit*  
*Incompatible with: ALL315*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores a selection of playscripts by Aeschylus, Sophocles, and Euripides. The six tragedies selected for close study embody radically different ways of confronting sex, death and vengeance.

Four strands are interwoven in this study:

- (i) The times and worlds of the actual plays themselves in ancient Athens of the fifth century B.C.;
- (ii) Some influential responses to the playwrights themselves which we have inherited as dominant intellectual frameworks (or ideologies) such as those associated with Aristotle, Nietzsche, and Freud amongst others;
- (iii) Ways of reading and performing the plays themselves, taking account of the physical characteristics of ancient Greek theatre; and
- (iv) Adaptations of the plays, ranging from cinematic renditions to modern stage versions.

**ASSESSMENT**

On campus:

Tutorial participation and presentation 10%, Critical analysis 2000 words 45%, Thematic essay or creative-exegetical project 2000 words 45%

Off campus:

Online exercise 10%, Critical analysis 2000 words 45%, Thematic essay or creative-exegetical project 2000 words 45%

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## ALL374 – SUPERNATURAL LITERATURE

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Boucher*

*Prerequisite: Successful completion of at least one second year literature unit*

*Incompatible with: ALL315*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the literature of the supernatural through a study of texts ranging from early Mesopotamian and Biblical myth to recent popular cultural texts in genres such as fantasy novels (Harry Potter), revisionist fairy tales (Angela Carter) and the literary fantastic (Mikhael Bulgakov). Comparative in nature, the unit examines the representation of supernatural and fantastic elements through an investigation of myth, legend, fairy tale and modern supernatural fiction. The aim is to encourage students to think critically and comparatively about the importance of the supernatural and fantastic in literature as represented at different times and in different genres.

**ASSESSMENT**

On campus:

Tutorial participation (including brief oral presentation) 10%, critical essay (2000 words) 45%, written assignment (2000 words) (choice of creative response or thematic essay) 45%.

Off campus:

Online exercise 10%, critical essay (2000 words) 45%, written assignment (2000 words) (choice of creative response or thematic essay) 45%.

## ALL375 – SHAKESPEARE: SIX PLAYS, SIX WORLDS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Goodrich*

*Prerequisite: Successful completion of at least one second year literature unit*

*Incompatible with: ALL316*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores a selection of playscripts by Shakespeare. The eight plays selected for close study embody radically different visions of life (or “worlds”).

Four strands are interwoven in this study:

- (i) The time and mentality of the period of the performances of the plays themselves in London of the late sixteenth and early seventeenth century;
- (ii) Some major responses to Shakespeare himself which remain culturally influential frameworks (or ideologies), particularly those associated with key intellectual movements since the early nineteenth century onwards up to our own times;
- (iii) Ways of reading and performing the plays themselves, taking account of the physical characteristics of the stage for which Shakespeare wrote (especially The Theatre, The Globe, and Blackfriars); and
- (iv) Adaptations of the plays, ranging from cinematic renditions to modern stage versions.

**ASSESSMENT**

On campus: Tutorial participation and presentation 10%, Critical analysis 45%, Thematic essay or creative-exegetical project 45%

Off campus: Online exercise 10%, Critical analysis 45%, Thematic essay or creative-exegetical project 45%

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## ALL376 – CLASSICS AND TRASH

*Offered at: (G, X)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously: This unit was titled Surviving Myth in 2011.*

*Unit chair: C Atherton*

*Prerequisite: Successful completion of at least one second year literature unit*  
*Incompatible with: ALL316*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit charts the development of texts over time to examine how and why some reach canonical status and others are labelled as 'trash' and 'cult'. Examination of texts such as *Pride and Prejudice*, *Alice in Wonderland*, *Breakfast at Tiffany's* as 'classics' will be examined against Bloom's, Harris', Kermode's and Guillory's analysis on the cultural canon. These 'classic' texts will be juxtaposed with television series such as *True Blood* and other contemporary texts which have been considered 'trash' or have some 'cult status'. In addition to this high culture and popular culture will be examined through music (classical music and opera versus Lady Gaga's, Eminem's and Rhianna's music); dance (ballet in *Black Swan* versus hip hop and street dance in popular dance films) and award winning versus popular film.

### ASSESSMENT

On campus:  
 Tutorial/Online participation (including brief oral presentation) 20%, critical close reading (2000 words) 40%, reflective essay (2000 words) (choice of critical or creative.) 40%.

### OFF CAMPUS:

Online exercise and contributions to DSO discussion 20%, critical close reading (2000 words) 40%, reflective essay (2000 words) (choice of critical or creative) 40%.

## ALL378 – WAR TERROR TRAUMA: NARRATIVE AND THE ART OF EXTREMITIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Mc Culloch*  
*Prerequisite: Successful completion of at least one second year literature unit*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will address the question: How do literary and filmic representations of wars, across time, interpret and challenge the fact of war. The First World War and the Second World War will be looked at as background for a more focussed study of The Cold War; The Vietnam War and War in the Age of Terrorism. Texts will be literary (example – A selection of Poetry, war songs and Novels) and Filmic ( eg: *Hiroshima Mon Amour*). The focus of the unit will be on the ways in which these texts represent experiences of war otherwise not represented by History or media coverage, and the difficulties involved for the artist in representing trauma. Themes addressed: Honour; sacrifice; War & Politics; love relationships in War; memory and war, and other philosophical and psychological concerns related to living with courage and despair in the face of immediate threat and death.

### ASSESSMENT

- 1) Journal: Four exercises (total 1500 words) – Questions 1, 2, 3, = 300 words, Question 4= 600)
- 2) Research Essay 2500 words, including annotated bibliography 50%
- 3) 3/10 minute class presentation (extract analysis= 10%)

## ALL379 – REPRESENTING AUSTRALIA

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: This unit is available to students enrolled in Faculty of Arts and Education courses only.*  
*Unit chair: L Mc Credden*  
*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit has a cross-disciplinary perspective and suits the interests of students undertaking major sequences in Literary Studies, Australian Studies and Cultural Studies. In its focus on a range of textual modes and genres (visual and verbal; popular and literary; children's and mainstream) it aims to foreground the diverse and contradictory perspectives which inform representations of Australia. It will draw on theories of representation to illuminate cultural differences as they manifest in contemporary texts.

**ASSESSMENT**

Data retrieval and analysis 1500 words, 40%  
 Postings to DSO, 1000 words, 20%  
 Individual research project, 1500 words, 40%

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## ALL701 – RETELLING MYTHS AND TALES: CLASSIC TO CONTEMPORARY

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* ALL601  
*Previously:* This unit was titled *Origins in Children's Literature in 2011*.  
*Unit chair:* C Rogers

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit tracks the traditional genres from which children's literature in English draws: myth, hero tale, folk tale and fairy tale. It explores how these originally oral tales have been adapted as a children's genre, taking into account: historical and national variants; novel-length and Hollywood adaptations; and contemporary incarnations for adolescents and adults, from Batman to Buffy and beyond.

This unit introduces students to a range of theoretical resources for the interpretation of the historical and cultural assumptions these tales encode about gender, race, class, nationality and the environment.

**ASSESSMENT**

Essay 1: 2500 words: 50%  
 Essay 2: 2500 words: 50%

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## ALL702 – CRITICISM OF LITERATURE FOR CHILDREN: A VARIETY OF APPROACHES

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* ALL602  
*Unit chair:* C Bradford

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit considers a number of theoretical approaches to the study of text and places the study of children's literature within this context. Alongside the theoretical texts which they are asked to read, students will analyse a range of children's books of various genres and periods, so integrating theory with practice.

**ASSESSMENT**

Exercises 25%, essay 1500 words 35%, essay 2500 words 40%

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## ALL705 – SHORT STORIES: WRITERS AND READERS

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2 (B, X) or Trimester 3 (X)

*EFTSL value:* 0.125  
*Unit chair:* M Meehan

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

The unit offers the opportunity to discuss in depth a very wide range of short story, from its nineteenth century origins in Poe and others, through to very recent Australian and regional writing. Classes will offer candidates the opportunity to workshop both their critical and theoretical essays and/or their creative work. Special attention will be given to formal and genre considerations, in looking at the most effective ways of building a story, and the special strengths and strictures that arise from its need to be 'short'. Texts may be varied from year to year, according to student interest, and emphasis will be placed throughout on close reading and emulation of key primary texts.

**ASSESSMENT**

Assignment 1: Essay or story 50% one or more pieces up to 2500 words. Assignment 2: Essay or short story 50% one or more pieces up to 2500 words.

## ALL706 – HISTORIES, FICTIONS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Meehan*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit offers the opportunity to discuss in depth a very wide range of literary texts, from Homer's *Odyssey* through to very recent Australian writing, in the context of recent literary and historiographical theory. Classes will offer the opportunity for candidates to workshop both their critical and theoretical essays and/or their creative work. Special attention will be given to formal and genre considerations, in looking at the most effective ways to combine fiction and history. Text may be varied from year to year, according to student interest.

### ASSESSMENT

Assignment 1: Essay, or one or more pieces of creative work, up to 2500 words – 50%  
 Assignment 2: Essay, or one or two pieces of creative work, up to 2500 words – 50%

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## ALL708 – THE PICTURE BOOK: READING AND WRITING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Bradford*  
*Prerequisite: ALL702 and ALL743*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will study the picture-book from an aesthetic and semiotic perspective, considering the ways in which visual and verbal text interact to produce various kinds of meaning. Nineteenth and early twentieth-century illustrated books are discussed in relation to their artistic and literary contexts, leading to a focus on recent and contemporary picture books. Students will be given the option of writing a picture-book text and will receive instruction in this form of writing.

### ASSESSMENT

Essay 2000 words 30%, reading journal or essay 1500 words 30%, picture-book text or essay 2000 words 40%

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## ALL721 – DRIVEN TO WRITE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Rutherford*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed for students interested in reading and writing narratives for teenage readers. Students will select a genre in which to write a creative fiction, for example fantasy, gritty realism, romance, adventure. They will intellectually frame their creative process by reading and interrogating a selection of published books in their chosen genre. This analysis of published texts will underpin their exegesis and hone their ability to critically assess the issues and agendas in their own work.

### ASSESSMENT

Creative fiction, 3000 words 50%;  
 Critical exegesis, 2000 words 50%.

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## ALL722 – TEXTS FOR YOUNG ADULTS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: E Bullen*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on novels and films for young adults, an increasingly prominent market segment. Students will consider young adults as an implied audience and identify the ideological thrusts and socializing agendas in texts, identifying the ways in which novels and film texts of their choice map the processes of maturity to adulthood. Attention is paid to theories dealing with

notions of adolescence as a cultural and historical construct, and to the ways in which discursive modes create subjectivities that have the potential to reinforce and remodel identity and power structures, both within texts and in contemporary culture.

#### ASSESSMENT

Two essays, 2500 words each, 50% each

## ALL727 – CONTEMPORARY POETRY

*Offered at: (B, X)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Mc Credden*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will introduce students to a wide range of contemporary poetry and poetry criticism, extending from the early twentieth century to the present. Approaches to poetry will be through individual poets; technical understanding of poetic forms and critical discourses and debates; comparative local, national and international poetry studies; creative and/or critical responses to poetry; poetry and its relations with popular culture and song lyrics. Poets to be studied may include T. S. Eliot, Sylvia Plath, Les Murray, Linton Kwesi Johnson, Lady Gaga, Eminem.

#### ASSESSMENT

Close textual analysis, 20%, 1000 words  
Online discussion, 20%, 1000 words  
Critical and/or Creative research essay, 60%, 3000 words

## ALL743 – NARRATIVE THEORY AND CHILDREN'S LITERATURE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Bradford*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Drawing on both theoretical texts and works of fiction, this unit examines the critical application of key aspects of narrative theories to children's fiction. Topics include:

- types of narration, point of view and focalisation in narrative;
- beginnings and endings;
- narrative time;
- characterisation;
- theory of genres and modes; and
- metafiction and experimental fiction.

#### ASSESSMENT

Two analytical exercises each 1000 words (2x 25%) 50%,  
one essay 3000 words 50%.

## ALL755 – THE OTHER SIDE OF THE WORLD: LITERATURE OF SADNESS – THE BODY – MIND IN CRISIS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Goodrich*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The aim of this unit is to access in literary and other texts representations of physical and mental pain, suffering and sadness. In medical, legal, social, psychiatric and familial contexts the need to give expression to the extent and nature of pain and its attendant alienating effects is crucial. Significantly the inexpressible qualities of pain and sadness isolate its victims and cause a breakdown between those who wish to help and those who desperately require it. This unit will attempt to negotiate this 'inexpressible terrain' by identifying successful manifestations of expressed pain in works of fiction as well as factual narratives whether pathographies or related discursive writings. The aim is not merely to interpret these texts but rather to meet the challenge of finding a language that communicates, explicates and legitimises forms of illness in the eyes of both a hostile and/or fearful society and sceptical or ill-informed medical, legal and social-work practitioners.

#### ASSESSMENT

Assignment 1 – 2000 words 40%,  
Assignment 2 – 3000 words 60%

## ALL771 – POSTMODERN FICTION AND POPULAR CULTURE

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

Unit chair: G Boucher  
Incompatible with: ALL714

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit examines the debate about 'postmodernism' by considering key texts together with core theoretical readings. The unit addresses a short selection of writings on postmodernism as a multi-disciplinary cultural phenomenon with a view to defining alleged major characteristics, to re-examining the relationships between literary production and cultural formations, and to analysing particular works of literary fiction and popular culture. The unit introduces basic concepts and applies them to some postmodern authors. Then it turns to some manifestations of postmodernism in cinema and popular culture.

### ASSESSMENT

Two pieces of work of 2500 words each 50% OR  
Research project 5000 words 100%

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## ALL783 – LIFE WRITING: THEORY AND PRACTICE

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: J Scicluna

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit examines the various meanings and modes of the diverse group of writings (memoir, biography, autobiography and ficto-criticism) brought together under the term of 'life writing'. The unit offers theoretical perspectives on life writing and related issues (to do with identity, agency, embodiment, memory, testimony, and truth) and the opportunity to undertake practically in a mode of life writing in the light of such theory. The aim is to encourage students to engage (both critically and creatively) with issues-to do

with identity, life stories, and experience-that highlight the complex and complementary relationship between 'life' and 'writing'.

### ASSESSMENT

Two essays (one critical, one creative) 2500 words each,  
(2x 50%) 100%

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## ALL784 – WRITING AND FILM

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Rutherford

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Writing and film-making are intricately connected activities. Books are made into films. Films have their genesis in the written word as screen plays, treatments, synopses and pitches, and are written about in reviews, critiques, analyses, histories and promotions. They also inspire writing in the form of creative responses in poetry, novels, plays and blogs. Films from a diverse range of genres, cultures and historical periods will be interpreted using a combination of cultural and film theory. The unit engages students in the interplay between writing and film whereby, through the production of critical and creative responses to films, students learn to interrogate cinematic representation and to hone their skills in writing for, about and back to film.

### ASSESSMENT

Critical essay 2000 words 50%, a portfolio of 'creative' writing 3000 words 50%

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## ALR103 – INTRODUCTION TO PUBLIC RELATIONS

Offered at: (B\*, G, W, X)  
Offerings: Trimester 1  
Credit point(s): 1

EFTSL value: 0.125  
Cohort rule: \*Burwood offering available to students enrolled in A328 and A325  
Previously: Principles and Practice of Public Relations

Unit chair: R Monaghan  
 Campus contact: R Monaghan (B); S Mackey (W); M Sheehan (G, X)  
 Incompatible with: ALR203

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit provides an introduction to the field of public relations. Students learn about what public relations people do, and how they do it. Topics include planning, media relations, employee relations, community relations, international public relations, ethics and public relations law.

### ASSESSMENT

3 on line quizzes – 10% each  
 On line PR plan assignment – 30% (1500 equivalent)  
 Exam – 40%

## ALR206 – WEB MEDIA PUBLIC RELATIONS

Offered at: (B\*\*, G, W\*, X)  
 Credit point(s): 1  
 Offerings: Trimester 2

\* Not offered at Warrnambool in 2012, re-offered 2013.

EFTSL value: 0.125  
 Cohort rule: \*\* Burwood offering available to students enrolled in A328 and A325  
 Unit chair: A Brown  
 Prerequisite: Any ALR or ALC or ALW unit passed successfully

Note: Students in this unit need access to a computer linked to the internet and need to be able to load software from Deakin's Software Library.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications

### CONTENT

Wikis, blogs, podcasting, YouTube, social media news releases and other aspects of Web 2.0 are harnessed to devise online public relations strategies. This unit keeps students at the cutting edge of Internet communication technology.

### ASSESSMENT

Presentation 30%  
 Group assignment work using wiki 30%  
 Examination 40%

## ALR207 – MEDIA RELATIONS

Offered at: (B, G, W, X)  
 Credit point(s): 1  
 Offerings: Trimester 1 and Trimester 3 (B\* X only)

\* Burwood offering in Trimester 3 will be in intensive mode

EFTSL value: 0.125  
 Unit chair: M Sheehan

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit examines the theoretical and practical foundations of media relations from the perspective of the communication professions. The unit will overview traditional and new media and examine the relationships between communication professionals from a variety of backgrounds. The unit will foster applied media liaison and writing skills.

### ASSESSMENT

Media Relations Portfolio (2500 words equivalent) 50%  
 Examination 50%

## ALR276 – ETHICAL COMMUNICATION AND CITIZENSHIP

Offered at: (B\*, G, X)  
 Credit point(s): 1  
 Offerings: Trimester 1

EFTSL value: 0.125  
 Cohort rule: \*Burwood offering available to students enrolled in A328 and A325, enrolment quotas apply to these offerings  
 Unit chair: S McDonald

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit examines organisational use of public communication and its links with citizenship, responsibility and accountability, paying particular attention to activism and new approaches in public relations and community engagement. Using case studies of consultation with local and regional communities, it explores how organisations use formal and informal communication in an environment of



social, cultural and political change and increasing globalisation.

#### ASSESSMENT

Tutorial (on campus) or online (off campus) participation 10%  
 Essay 1000 words, 30%  
 Written assignment 10%  
 Essay 50%

## ALR279 – PUBLIC RELATIONS PRACTICE AND EVENT MANAGEMENT

*Offered at: (B\*, G, W\*\*, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

**\*\* Not offered at Warrnambool in 2012.**

*EFTSL value: 0.250*  
*Cohort rule: \*Burwood offering available to students enrolled in A328 and A325*

*Unit chair: M Sheehan*  
*Prerequisite: ALR103 or ALR203*  
*Incompatible with: ALC279*

*Note: This unit makes considerable use of information technology. It is recommended that students have access to computer facilities. Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit covers a systems approach to public relations planning, management by objectives including the development of measurable public relations objectives, the link between corporate marketing strategy and public relations issues, the role of research, budgeting and ethics in public relations management, managing the corporate identity the link between corporate marketing strategy and public relations issues and crisis management.

#### ASSESSMENT

First assignment equivalent to 5000 words 50%, Second assignment equivalent to 2000 words 20%, Final examination 30%

## ALR300 – PUBLIC RELATIONS CAMPAIGNS AND PRACTICE

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: B Kirby*  
*Prerequisite: ALR103/ALR203 and ALR279*  
*ALR279 is a prerequisite unit for ALR300. Under no circumstances will it be possible to study these units concurrently.*  
*Incompatible with: ALC300*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit provides students with the opportunity to design a public relations campaign from start to finish. The unit requires major fieldwork on a campaign of the student's choice designed to apply and extend knowledge of public relations practice. Topics as background for the campaign proposal include theory and models; research; planning; public opinion; presentations and evaluation. Campaigns can be proposed based on the particular interest area of the student.

#### ASSESSMENT

Pitch presentation 2500 words 30%, Campaign proposal 3000 words 35%, Campaign kit 35%

## ALR310 – MARKETING COMMUNICATION

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Quinn-Allan*  
*Incompatible with: ALR710*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides an introduction to marketing and in particular to the role of integrated marketing communications, marketing promotion and public relations in the marketing mix. The following topics will be covered:

- What is marketing?
- Marketing situation analysis
- The role of integrated marketing communications in marketing
- Objectives and budgeting of marketing
- Developing the integrated marketing communications program
- Evaluation of the promotional program.

### ASSESSMENT

One case study assignment 2500 words 50%, one written examination 50%.

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## ALR382 – INTERNSHIP

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in A325 – Bachelor of Arts (Public Relations) Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: B Kirby*

*Prerequisite: ALR279 or equivalent or permission from unit chair*

*Incompatible with: ALC382*

*Note: The Public Relations Internship unit is normally taken in the break between 2nd and 3rd years and is subject to completion of specified prerequisite units and special application requirements. Interested students must liaise with the Faculty of Arts and Education's Experiential Learning Officer and should review the online information at <http://www.deakin.edu.au/arts-ed/internships/domestic/index.php>*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit offers students the opportunity to gain firsthand experience of public relations in the business world and to explore the practical applications of theories and case studies. It provides a framework from which students can assess their knowledge, skills and work preferences by participating in the practice of public relations. Internships assist with the networking vital to finding that first job.

### ASSESSMENT

On campus: Two assignments 2000 words each 35% each, Work report, presentation and tutorial contribution 30% Off campus: Assignment 2000 words 40%, Assignment 3000 words 50%, Work report 10%

## ALR383 – GOVERNMENT RELATIONS AND ISSUES MANAGEMENT

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Mackey*

*Prerequisite: Any second level ALR unit*

*Incompatible with: ALC381, ALR381*

*Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching*

*Note: Students in this unit should have access to a computer linked to the internet and should be able to load software from Deakin's Software Library.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Government Relations and Issues management are two distinct but often interconnected areas of public relations activity. They are both about political and policy advocacy. We are using 'political' here with a small 'p'. We are not talking about party politics. This unit is about how rules and resources are contested, allocated and organised in a society. Public relations people and community campaigners lobby and direct information within the political system and the associated media to audiences, in ways which are appropriate in a democracy. The aim is to protect and further the interests of organisations, individuals and communities.

### ASSESSMENT

Mid trimester quiz 10%, Essay 1500 words 30%, Closed book exam 50%, specified participation in unit 'wiki' 10%.

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## ALR700 – PUBLIC RELATIONS CAMPAIGNS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Linden*

*Incompatible with: ALC600, ALR600*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Public relations campaigns are the planned and structured efforts to influence the behaviour, beliefs or attitudes of identified target publics. This unit is designed to apply and extend the knowledge of the public relations campaign, a key component of public relations practice. Students will examine the theories and models which work behind major campaigns and critically analyse existing campaigns.

**ASSESSMENT**

Essay 2000 words 40%, Project equivalent 3000 words 60%

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers a systems approach to public relations strategy and planning, management by objectives including the development of measurable public relations objectives. A key focus is to research, plan, implement and evaluate public relations programs and campaigns. It provides students with knowledge and skills to analyse publics and develop effective communication strategies and tactics. The unit explores issues and crisis management techniques within a strategic planning framework, how to anticipate issues, plan for crises and understand organisational actions and responses in uncertain operating environments.

**ASSESSMENT**

Public relations audit and preliminary recommendations (2,500 words) 50%  
Strategic Public Relations Plan (2,500 words) 50%

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## ALR701 – PUBLIC RELATIONS WRITING AND TACTICS

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: R Monaghan  
Incompatible with: ALR601*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students learn to write by writing and rewriting. The unit blends the strategic with the practical in a range of public relations writing tasks including media releases, newsletters and speeches and web-writing. While strategic planning and thinking is a major component, creativity in developing and implementing communication solutions to PR problems is encouraged.

**ASSESSMENT**

Portfolio of written material 5000 words 100%

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## ALR706 – ONLINE PUBLIC RELATIONS AND COMMUNICATION

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R Monaghan  
Incompatible with: ALR606*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the application of digital communication technologies and social networking developments to the practice of public relations and professional communication. Students will learn about contemporary digital communication technologies and tactics employed by public relations professionals to build effective relationships with internal and external audiences.

**ASSESSMENT**

Essay 2000 words 40%, Online public relations project equivalent to 3000 words 60%

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## ALR704 – PUBLIC RELATIONS MANAGEMENT

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: K Hainsworth  
Incompatible with: ALC604, ALR604*

## ALR710 – MARKETING COMMUNICATION

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: S McDonald  
Incompatible with: ALR610, ALR310

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will provide an overview of the key elements of the marketing process with an emphasis on integrating public relations and marketing strategies in the formulation of campaigns. Key elements of the marketing process to be examined include analysis of the marketing environment, consumer behaviour, marketing research methods and forecasting, market segmentation and the implementation of the promotional mix (advertising, sales promotion, direct marketing, public relations, personal selling). Particular attention will be drawn to the role of public relations in the promotional mix and to the concepts of relationship marketing and social cause marketing.

### ASSESSMENT

Promotional Plan: Part A 2000 words 40%, Part B 3000 words 60%

## ALR715 – NEW VENTURES IN CREATIVE ENTERPRISE

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: K Le Rossignol

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to assist the student in preparing for a transformed twenty first century work environment – with focus on entrepreneurship and individual skills analysis, creative business problem solving and research into current theory on creative/cultural industry context. This includes an overview of marketing, organisational and financial planning, with a

focus on development of business pitch presentations and personal strategic capability.

On completion of the unit students should be able to:

- create their own market strategies for their career and their business
- develop a business planning framework
- demonstrate communication skills in areas of self-management of career, negotiation and liaison, networking
- research creative industry sector issues
- develop strategic approaches to new enterprise communication and commercialisation
- implement and extend new communications technology practices.

### ASSESSMENT

Industry Research Profile 20%  
Pitch Presentation 30%  
Research essay – issues related to strategic creative business development 50%

## ALR718 – NEW ACTIVISM, COMMUNICATION AND CITIZENSHIP

Offering information: Not offered in 2012. Reoffer 2013.

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: K Demetrious

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit engages with contemporary developments in organisations' communication practice to explore links with citizenship, responsibility and accountability. It assesses diverse approaches to public communication from state, business and civil society including activism outlining core elements of ethical community consultation and corporate citizenship. In particular it examines how traditional and 'new' media 'frame' society and construct 'knowledge' about it. The unit sets key case studies in the context of some major theories of citizenship and communication, including 'the risk society' (Beck), 'the network society' (Castells) and 'the public sphere' (Habermas). The unit's assessment encourages students to use the case studies and their theoretical foundations to both broaden and deepen their understandings of social, cultural and political change, and to examine how those changes

contribute to how we understand truth, citizenship, empowerment and democracy.

### ASSESSMENT

Online role play and essay (participation and 2000 words) 40%, Research task 3000 words 60%

## ALR731 – PUBLIC RELATIONS THEORY AND PRACTICE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Hainsworth*  
*Incompatible with: ALC631, ALR631*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will be taught as a social science with both an academic and a professional emphasis. It will provide a comprehensive conceptual framework that demonstrates how public relations practitioners work. It covers the role of the public relations practitioner, the public relations process from research and planning to implementation and evaluation; strategic thinking; tactics such as media releases and newsletters, and the application of public relations in a range of circumstances from sports and cultural organisations to corporations.

### ASSESSMENT

Two assignments totalling 3000 words 60%, Case study 2000 words 40%

## ALR732 – RESEARCH METHODS FOR CONTEMPORARY SOCIETY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: N Weerakkody*  
*Coordinator: N Weerakkody (Stream B Coordinator), S McDonald (Stream A Coordinator)*  
*Incompatible with: ALC632, ALR632, and ALX701*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Stream A is recommended for students enrolled in the Graduate Certificate and Graduate Diploma programs in Public Relations, who wish to obtain an overview of the social research methods and their applications in everyday professional practices in Public Relations.*

*Stream B prepares students for management roles, independent research and future higher degree by research studies such as MA or PhD. Stream B is a pre-requisite for ALX715 Research Project A, ALX716 Research Project B, ALX720 Minor Research Project and ALX711 Research Project.*

### CONTENT

This unit will be offered in two streams to suit the needs of those enrolled in different disciplinary areas such as Media and Communication, Journalism, Public Relations, Professional Writing and Advertising; and their future academic and professional goals in doctoral study, research, policy making, management and professional practice.

#### Stream A:

The unit will cover the applications of social science research methods to Public Relations. This includes defining methodological problems or issues to be addressed. Students will study developing the research plan; qualitative and quantitative methods; primary and secondary research, deciding on the population, sampling techniques; and collecting the information, interview strategy and techniques; approaches to fieldwork, analysis of results, presenting the findings and research ethics. A key focus will be on applying research techniques for communication programs and campaigns, including their development, implementation, monitoring and final evaluation.

#### Stream B:

This unit covers the research process from choosing a research topic to writing a scholarly or non-scholarly report. It will examine in-depth the quantitative (surveys, content analysis); qualitative (depth interviews, focus groups, field studies); and other (case studies, historical analysis) research methods commonly used in studying media messages, audiences and industries. It discusses selecting a suitable theoretical framework for a project, searching for and reviewing the relevant research literature, research design, ethics, sampling, measurement, data collection, analysis, and interpretation of results. It also introduces students to the use of computer software such as SPSS and NVivo for data analysis.

The unit also examines how these research methods are applied in the everyday professional practices of Media Production, Journalism, Advertising, Professional Writing and Public Relations and how research findings are used in the policy or decision making and professional practices related to these disciplines. It provides a strong foundation for students aiming for Masters and Doctoral level study in the future and/or careers in media production, research, policy making and management.

**ASSESSMENT**

Stream A:

One assignment 2000 words 40%, one assignment 3000 words 60%

Stream B:

Analytical essay 2000 words 40%, simulated research proposal 2500 words 50%, data analysis exercise 500 words 10%.

**ALR733 – ADVERTISING THEORY AND PRACTICE***Offered at: (B, X)**Credit point(s): 1**Offerings: Trimester 1**EFTSL value: 0.125**Unit chair: D Quinn-Allan*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide students with a theoretical foundation for exploring and understanding:

- Advertising practice
- The role of advertising as a persuasive communication technique to achieve business objectives
- The consequent economic, social and cultural impact that advertising has on society

**ASSESSMENT**

Essay One 2500 words 50%, Essay Two 2500 words 50%,

**ALR782 – PUBLIC AFFAIRS AND OPINION FORMATION***Offered at: (Online)**Credit point(s): 1**Offerings: Trimester 1**EFTSL value: 0.125**Unit chair: S Mackey**Incompatible with: ALR383*

*Contact hours: This unit is offered as a wholly online unit. There will be no face-to-face contact between staff and students in this unit.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be addressed include:

- Theories of public opinion formation
- Structures of government in Australia
- Government policy formation processes
- Lobbying, government relations and public affairs activities
- Peak industry bodies and their activities
- NGOs and their activities – the 'third sector'
- Think tanks and their activities
- Political communication
- The role of media in opinion formation
- Trends in public participation in policy formation
- Trends in public concerns over risk, the environment, and political literacy
- The ethics of influencing public opinion
- Comparing Australian public opinion processes globally.

**ASSESSMENT**

1. Online Quiz 10 questions 10% 2. Recorded online discussion or wiki discussion 10% (either) 3. 1,500 Word Essay 30% 4. Major Project 2,000 words 50%

**ALW101 – WRITING CRAFT***Offered at: (B, G)**Credit point(s): 1**Offerings: Trimester 1**EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in A313, A316, A355, A356, A357, A358 & A359 courses. The Geelong offering is also available to students enrolled in A300, A325 & A328 courses.*

*Unit chair: P West*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a unit of interrelated reading and writing. Students will lay the basis of good editorial and writing practice. Computer, language and research skills are developed to underpin work in scriptwriting, non-fiction and fiction. Set texts are used to demonstrate basic expository and narrative techniques.

**ASSESSMENT**

Creative writing assignment 1- 1500 words: 35%, Creative writing assignment 2 – 1500 words:

35%, In-class test (grammar & usage): 20%, Participation in class workshop: 10%

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## ALW102 – WRITING SPACES

*Offered at:* (B, G)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* This unit is only available to students enrolled in A313, A316, A355, A356, A357, A358 & A359 courses. The Geelong offering is also available to students enrolled in A300, A325 & A328 courses.  
*Unit chair:* P West  
*Prerequisite:* ALW101

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit extends the work undertaken in ALW101.

### ASSESSMENT

Creative writing assignment 1 – 1500 words: 35%,  
Creative writing assignment 2 – 1500 words: 35%,  
In-class test (grammar & usage): 20%,  
Participation in class workshop: 10%

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## ALW117 – WRITING FOR PROFESSIONAL PRACTICE

*Offered at:* (B, G, W, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, X), Trimester 2 (B, G, W, X) or Trimester 3 (B, X)

*EFTSL value:* 0.125  
*Unit chair:* A Burns  
*Incompatible with:* ALW217

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit enables students to strengthen their skills in persuasive writing, research and presenting. Students will explore the power of language and the characteristics of effective and ineffective writing; the relationships between written and spoken language; strategies for developing arguments; and the requirements of a range of types of writing including

reports, letters, academic essays, summaries, media releases and persuasive writing. The unit will support students in their written and oral tasks in other subject areas, as well as providing them with workplace-oriented skills that will enhance their performance in professional writing fields. Students will participate in a hypothetical scenario. They will be required to employ different forms of writing and oral communication to tackle issues that arise from this scenario.

### ASSESSMENT

1. Research essay 1750 words 40% (including Essay 1500 words 30% and Research Report 250 words 10%) The research report is an outline of the essay topic, core argument and a very brief annotated bibliography that shows students can evaluate sources and distinguish authoritative and useful sources.
2. Evaluative Report 1000 words 20%
3. Persuasive writing folio 1250 words 30%
4. Reading Analysis in class 5-7 mins or online 250 words 10%

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## ALW205 – EDITING AND THE AUTHOR

*Offered at:* (B, G)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* (This unit is available only to students enrolled in A313 or A316 courses).  
*Unit chair:* K Johanson  
*Prerequisite:* ALW101 and ALW102  
*Incompatible with:* ALW305

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit provides an overview of the editor's role at each stage of the publishing process, from developmental editing to proofreading and indexing. Students are introduced to the study of the concepts of editing as well as the craft, both on paper and using computers. The unit has a strong focus on copyediting skills, but students are also encouraged to extend their understanding of style, genre and audience. Class exercises and assessment provide experience in editing for book publishing, magazines and websites.

### ASSESSMENT

Usage exercises 20%, editing test 30%, editing assignment 50%.

## ALW217 – WRITING FOR PROFESSIONAL PRACTICE

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, X) or Trimester 2 (B, G, W, X)*

*EFTSL value: 0.125*

*Unit chair: A Burns*

*Incompatible with: ALW117*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to strengthen their skills in persuasive writing, research and presenting. Students will explore the power of language and the characteristics of effective and ineffective writing; the relationships between written and spoken language; strategies for developing arguments; and the requirements of a range of types of writing including reports, letters, academic essays, summaries, media releases and persuasive writing. The unit will support students in their written and oral tasks in other subject areas, as well as providing them with workplace-oriented skills that will enhance their performance in professional writing fields. Students will participate in a hypothetical scenario. They will be required to employ different forms of writing and oral communication to tackle issues that arise from this scenario.

### ASSESSMENT

1. Research essay 1750 words 40% (including Essay 1500 words 30% and Research Report 250 words 10%)  
The research report is an outline of the essay topic, core argument and a very brief annotated bibliography that shows students can evaluate sources and distinguish authoritative and useful sources.
2. Evaluative Report 1000 words 20%
3. Persuasive writing folio 1250 words 30%
4. Reading Analysis in class 5-7 mins or online 250 words 10%

## ALW223 – CREATIVE NONFICTION: THE PERSONAL ESSAY

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in A313, A316, A356, A357, A358 & A359*

*courses. The Geelong offering is also available to students enrolled in A300, A325 & A328 courses.*

*Unit chair: R Freeman*

*Prerequisite: ALW101 and ALW102*

*Incompatible with: ALW323, ALW306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a unit of reading and writing creative nonfiction, which explores the personal essay as a form of nonfiction narrative. The unit focuses on reading and analysis of creative nonfiction models, on their breadth and depth and the uses to which writers put the form. Students are encouraged to experiment with structure, style and voice and to target specific readerships when writing their own nonfiction narratives.

### ASSESSMENT

Manuscript 1 (1000 words) 30%

Manuscript 2 (2000 words) 50%

Engagement with feedback (1000 word equivalent) 20%

## ALW225 – FICTION WRITING: STORY, STRUCTURE AND STARTING OUT

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in A313, A316, A356, A357, A358 & A359 courses. The Geelong offering is also available to students enrolled in A300, A325 & A328 courses.*

*Unit chair: J Scicluna*

*Prerequisite: ALW101 and ALW102*

*Incompatible with: ALW325, ALW307*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores technical and discursive aspects of fiction-writing, with reference to highly regarded texts. The unit involves much exploration of creativity and experimentation; improvisation and revision. Students must be prepared to do considerable practical work in and out of tutorials. Each student will submit a complete original work or works of fiction. This work may be presented in a number of forms, including short story, hypertext, fiction for installation or exhibition, for example.



**ASSESSMENT**

Report – 30%  
Original work or series of works of fiction – 50%  
Workshop responses and class participation – 20%

**ALW227 – SCRIPT WRITING: FOCUS ON FICTION**

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (Only available to students enrolled in A313, A316, A356, A357, A358 or A359 courses)*  
*Unit chair: V Murray*  
*Prerequisite: Students must have passed any two (2) Arts units prior to enrolling in this unit*  
*Incompatible with: ALW327, ALW308*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students will discuss and revise the fundamentals of dramatic writing introduced in ALW101. They will develop a longer form of work in any genre using these fundamentals. Students are encouraged to experiment in a range of styles with focus on the collaborative nature of scriptwriting. One to one consultations with the tutor, working with a script editor, presentation of work-in-progress and subsequent redrafting are part of this process.

**ASSESSMENT**

One original 15 minute manuscript equivalent to 2500 words (for stage, screen or radio) 50%;  
One script editing assignment equivalent to 1000 words 30%;  
Presentations, reports and exercises assessed in class 20%

**ALW240 – POETRY: MAKING IT STRANGE**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in A316 course.*

*Unit chair: S Mishra*  
*Prerequisite: ALW101 and ALW102*  
*Incompatible with: ALW340*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students will discuss a range of published poems to build an understanding of the techniques and styles employed. They will familiarise themselves with a range of traditional and experimental forms and kinds of poetry and will be asked to submit examples of several, including at least two poems in traditional metre and rhyme. Workshop process will usually precede the submission of poems for assessment.

**ASSESSMENT**

Original poetry 3200 words including two poems in traditional\* forms, one narrative and one 'in character' 80%, Presentation/essay related to the trimester's reading and writing 800 words plus class exercises and participation 20%(\*Traditional forms may be derived from non-English literatures).

**ALW305 – EDITING AND THE AUTHOR**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (This unit is available only to continuing students and is subject to approval. Please contact the Burwood Student Support office for advice.)*  
*Unit chair: K Johanson*  
*Prerequisite: ALW101 and ALW102*  
*Incompatible with: ALW205*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides an overview of the editor's role at each stage of the publishing process, from developmental editing to proofreading and indexing. Students are introduced to the study of the concepts of editing as well as the craft, both on paper and using computers. The unit has a strong focus on copyediting skills, but students are also encouraged to extend their understanding of style, genre and audience. Class exercises and assessment provide experience in editing for book publishing, magazines and websites.

**ASSESSMENT**

Usage exercises 20%, editing test 30%, editing assignment 50%.

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## ALW321 – THE EDITOR AND THE INDUSTRY

*Offering information: For pipelining students only. Students to contact Student Support for enrollment advice.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (Only available to students enrolled in A313 or A316 courses)  
Unit chair: P Van Der Werf  
Prerequisite: ALW205/305  
Incompatible with: ALW221*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the textual skills required at each stage of the editing process: advice to authors, content editing, proofreading and indexing. Students are introduced to the requirements of editing in a range of genres, including scholarly and technical works, literary fiction and general trade titles. The unit also explores the ethical responsibilities of publishers, editors and authors, especially in relation to copyright and defamation.

**ASSESSMENT**

Editing assignment equivalent to 1500 words 40%, proofreading test equivalent to 1000 words 20%, researched essay or report 1500 words 40%.

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## ALW323 – CREATIVE NONFICTION: THE PERSONAL ESSAY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (This unit is available only to students who commenced prior to 2008 and is subject to approval.*

*Please contact the Burwood Student Support office for advice.)*

*Unit chair: R Freeman  
Prerequisite: ALW101 and ALW102  
Incompatible with: ALW223, ALW306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a unit of reading and writing creative nonfiction, which explores the personal essay as a form of nonfiction narrative. The unit focuses on reading and analysis of creative nonfiction models, on their breadth and depth and the uses to which writers put the form. Students are encouraged to experiment with structure, style and voice and to target specific readerships when writing their own nonfiction narratives.

**ASSESSMENT**

Manuscript 1 (1000 words) 30%  
Manuscript 2 (2000 words) 50%  
Engagement with feedback (1000 word equivalent) 20%

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## ALW326 – FICTION WRITING: IDEAS AND INNOVATIONS

*Offering information: For pipelining students only. Students to contact Student Support for enrollment advice.*

*Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (Only available to students enrolled in A313 or A316 courses)  
Unit chair: J Scicluna  
Prerequisite: ALW225/325  
Incompatible with: ALW226, ALW307*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is an advanced study of the theory and practice of creating works of fiction. The unit is informed by the study of adventurous and innovative texts. Concepts explored will be used by students in developing their creativity and range of skills and approaches to writing fiction. Students must be prepared to do considerable practical work in and out of tutorials. Each student will submit a complete original work or works of fiction. This work may be presented in a number of forms, including short story,

hypertext, fiction for installation or exhibition, for example.

### ASSESSMENT

Original work or series of works of fiction up to 3000 words 70%, Report 1000 words 30%

## ALW392 – THEORISING CREATIVITY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* J Scicluna  
*Prerequisite:* Completion of at least 5 credit points of the Professional and Creative Writing major sequence, including at least 2 credit points at level two.  
*Incompatible with:* ALW492, ALW792

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

What is the pertinence of 'high' theory to the work of imaginative production? Can we really separate theory from creative practice? It can be argued, for instance, that creative works partially repress and forget the theories on which they are, paradoxically, founded. Is theoretical practice, then, a memory of this forgetting? In order to grapple with such and other questions, you will be introduced to an array of theoretical models. You will be asked to find original ways of using one or more of these frameworks in shaping both the creative and exegetical components of your thesis.

### ASSESSMENT

Creative Assignment 1000 words 20%, critical assignment 1500 words 30%, applied assignment 2500 words 50%

## ALW393 – WRITING PROJECT A

*Offered at:* (B, G)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* Must be enrolled in A316 course.  
*Unit chair:* K Johanson  
*Prerequisite:* Completion of two level two writing-coded units in A316 course.  
*Incompatible with:* ALW321, ALW326

*Contact hours:* 2 hours per week

*Note:* Students will be required to notify Unit Chair of their seminar/workshop selection prior to commencement of the unit. They will be notified of the offerings for ALW393 and ALW394 at the time of re-enrolment.

### CONTENT

A unit of guided writing projects offers students the possibility to explore at an advanced level a particular area of professional and creative writing and/or editing. Students will be offered a range of workshop/seminar options to choose from. In each of ALW393 and ALW394, students will choose one offering from a range of up to three in each unit. The project will have a written 5000 word outcome, or equivalent depending on genre/project, as indicated by Unit Chair.

### ASSESSMENT

FICTION  
Works of fiction 60%, Report 40%

OR

EDITING  
Research assignment 50%, Project appraisal 40%, Proofreading 10%

## ALW394 – WRITING PROJECT B

*Offered at:* (B, G)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* Must be enrolled in course A316.  
*Unit chair:* R Freeman  
*Prerequisite:* Completion of two level two writing-coded units in A316 course.  
*Incompatible with:* ALW350  
*Contact hours:* 2 hours per week

*Note:* Students will be required to notify Unit Chair of their seminar/workshop selection prior to commencement of the unit. They will be notified of the offerings for ALW393 and ALW394 at the time of re-enrolment.

### CONTENT

A unit of guided writing projects offers students the possibility to explore at an advanced level a particular area of professional and creative writing and/or editing. Students will be offered a range of workshop/seminar options to choose from. In each of ALW393 and ALW394, students will choose one offering from a range of up to three in each unit. The project will have

a written 5000 word outcome, or equivalent depending on genre/project, as indicated by Unit Chair.

### ASSESSMENT

Creative Nonfiction – Research proposal with annotated bibliography 20%  
Creative nonfiction writing project 50%  
Engagement with feedback processes 30%

OR

Scriptwriting Original script 50%  
Script editing 30%  
Class participation 20%

OR

Poetry Poetic Manifesto 20%  
Poetry Folio A workshop poems 40%  
Poetry Folio B final redrafting 40%

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## ALW720 – TRAVEL WRITING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Freeman*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to provide students with opportunities to hone their skills as storytellers with a focus on travel narrative, and to foster an understanding and appreciation of the theoretical issues associated with travel and travel writing. As this unit recognises that a writer can draw on local as well as foreign places to construct a sound travel narrative, it is offered to students regardless of how much they have travelled.

### ASSESSMENT

Research essay 1500 words 30%; Two original travel narratives 1500 words each (total 3000 words) 60%;  
Class participation: contribution to class discussion, reading analysis & workshopping process 10%.

## ALW729 – WRITING FOR COMMUNICATION MEDIA

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Le Rossignol*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to strengthen their skills in writing, research and presenting. Students will explore the power of language and the characteristics of effective and ineffective writing; the relationships between written and spoken language; strategies for developing arguments; and the requirements of a range of types of writing including reports, letters, resumes, academic essays, summaries, media releases and persuasive writing.

The unit will support students in their written tasks in other subject areas, as well as providing them with workplace-oriented skills that will enhance their performance in professional fields. Students will participate in a hypothetical scenario. They will be required to employ different forms of writing and communication tools to tackle issues that arise from this scenario.

### ASSESSMENT

Assessment 1 research essay including abstract 2500 words 40%  
Assessment 2 corporate/community report 1000 words 20%,  
Assessment 3 folio, analysis of persuasive writing tools 1500 words 40%.

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## ALW730 – CREATIVE NON-FICTION WRITING A

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Freeman*  
*Incompatible with: ALW601, ALW630*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to provide skills in writing the creative nonfiction form, as well as an understanding of the theoretical contexts and subtexts that underpin the creative nonfiction genres. Particular emphasis will be focussed on creative nonfiction narrative techniques. Students are encouraged to write for publication within a defined market. Intensive workshopping of ideas and work-in-progress will be undertaken, as will critical reading and analysis of a range of published materials.

**ASSESSMENT**

Two creative assignments 2000 words 45% each; Class participation: contribution to class discussion, reading analysis & workshopping process 10%.

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## ALW731 – CREATIVE NON-FICTION WRITING B

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Freeman*  
*Prerequisite: ALW630 or ALW730*  
*Incompatible with: ALW601, ALW631*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to provide students with an opportunity to expand upon the techniques and strategies developed in ALW730 Creative Nonfiction Writing A. It explores possibilities for developing creative nonfiction narratives through feature writing, extended profiles, memoir and biography, reviews and the personal essay. Legal and ethical issues related to the publication of creative nonfiction writing are also be explored. Intensive workshopping of ideas and work-in-progress will take place, as will critical reading of a range of published materials.

**ASSESSMENT**

Research essay 1500 words 30%; Creative nonfiction narrative 3000 words 60%; Class participation: contribution to class discussion, reading analysis & workshopping process 10%.

## ALW732 – FICTION WRITING: STORY, STRUCTURE AND STARTING OUT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Scicluna*  
*Incompatible with: ALW602, ALW632*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores technical and discursive aspects of fiction-writing, with reference to highly regarded texts. The unit involves much exploration of creativity and experimentation, improvisation and revision. Students must be prepared to do considerable practical work in tutorials, or online in the case of off campus students. Each student will submit a complete original work or works of fiction. This work may be presented in a number of forms, including short story, hypertext, and fiction for installation or exhibition, for examples.

**ASSESSMENT**

Report: 40%  
 Fiction: 60%

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## ALW733 – FICTION WRITING: IDEAS AND INNOVATIONS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Scicluna*  
*Prerequisite: ALW632, ALW732*  
*Incompatible with: ALW602, ALW633*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is an advanced study of the theory and practice of creating works of fiction. The unit is informed by the study of adventurous and innovative texts. Concepts explored in those works will be used by students in developing their creativity and range of skills and approaches to writing fiction. Students must be prepared to do considerable practical work in tutorials, or online in the case of off campus students. Each student will submit a complete original work

or works of fiction. This work may be presented in a number of forms for example, short story, hypertext, fiction for installation or exhibition.

#### ASSESSMENT

Original work or series of works of fiction up to 3000 words 60%  
Report 2000 words 40%

## ALW734 – SCRIPT WRITING A

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: V Murray*  
*Incompatible with: ALW603, ALW634*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces the principles and techniques of script writing. The emphasis is on writing for film and television rather than playwriting, although many of the principles are the same. Students will explore the concepts of dramatic construction, exposition, character development, dialogue, suspense and resolution.

#### ASSESSMENT

Assignment one equivalent to 1500 words 40%,  
assignment two equivalent to 2500 words 50%,  
participation in class discussion and workshopping 10%

## ALW735 – SCRIPT WRITING B

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Van Der Werf*  
*Prerequisite: ALW734*  
*Incompatible with: ALW603, ALW635*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit involves detailed exploration into the concepts introduced in ALW734 Script Writing A. Students will be encouraged to take a keen interest in current developments in the film and theatre industries.

#### ASSESSMENT

Assignment one equivalent to 1500 words 40%,  
assignment two equivalent to 2500 words 50%,  
participation in class discussion and workshopping 10%

## ALW736 – POETICS OF WRITING A

*Offered at: (B)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Mishra*  
*Incompatible with: ALW604, ALW636*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Introduction to the methods and concepts underlying the poetic nature of strong writing in both poems and prose form. Students will read, discuss and demonstrate the use of devices such as metaphor, diction, narrative variety, voice and dialogue in poems, prose poems, fiction and non-fiction works. The unit will explore how writers combine these poetic devices into a flexible practice across genre and then students will develop a folio of original work in their chosen combination of such practices. Emphasis will also be placed on each student writing towards a personal poetic. Students will also become acquainted with performance methods and publication.

#### ASSESSMENT

Original poetry/prose equivalent to 3000 words 60%,  
review/essay 500 words 10%, journal notes towards a poetic 1000 words 20% and class/online participation 10%

## ALW738 – EDITING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Johanson*  
*Incompatible with: ALW607, ALW638*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit aims to give students a grounding in key editorial principles and skills. Students are encouraged to develop their understanding of the relationship between editor, author and reader, with a primary focus on project appraisal, structural and copy-editing strategies and proofreading. The unit will acquaint students with the ethical responsibilities of editors, authors and publishers, particularly with regard to copyright and defamation. The unit is also designed to assist writers to refresh their technical skills and deepen their understanding of the editing and publishing process.

## ASSESSMENT

Topic exercises 30%; Appraisal assignment 30%; Editing assignment 40%.

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## ALW739 – PUBLISHING

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Johanson  
Incompatible with: ALW607, ALW639*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The unit extends students' understanding of the publishing industry and processes. It provides students with an understanding of how authors' proposals for publication are reviewed by acquisitions editors and examines trends in publishing in Australia and internationally. It provides knowledge on topics and trends such as intellectual property and defamation law, production processes and new forms of publishing. Students work collaboratively to present a book or electronic publishing company and to showcase proposals for publication

## ASSESSMENT

Class debates 20%; Research assignment 40%; Publishing profile and marketing plan 40%.

## ALW749 – CROSSING BORDERS – IN COUNTRY TRAVEL AND RESEARCH PROJECT

*Offering information: This unit is not offered 2012, re-offered 2013.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*Unit chair: G Perry  
Prerequisite: Students must have approval from the unit chair prior to enrolling in this unit.*

*Note: (i) This unit will only be offered for activities organised by Deakin.  
(ii) Students must have approval of the unit chair prior to enrolling in this unit.  
(iii) Students will need to fund their own travel and accommodation costs on activities undertaken in this unit.  
(iv) This unit may not be offered every trimester, only when the opportunities are available*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

In accordance with the aims stated in Taking Deakin Forward, the University strategic plan this unit seeks to offer students opportunities for enhanced life-long learning through cross-cultural travel experiences and exposure to issues of globalisation, development and sustainability.

The unit will deal with the following as part of the pre-tour briefing notes and in-country discussions and workshops:

- Travel as storytelling
- Active observation and research techniques
- Contradictions of globalisation
- Dilemmas and contexts of representation
- Creative process and publication issues
- Practical in-country research
- Creative communications project in-country

## ASSESSMENT

Creative journaling assignment 1 – 2500 words; 45%  
Creative journaling assignment 2 – 2500 words; 45%  
In country discussion participation; 10%

## ALX321 – CREATIVE INDUSTRIES INTERNSHIP

*Offering information: Please note that in Trimester 3 only, the Dance stream option and the Professional & Creative Writing stream option are not available.*

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 and Trimester 3*

*EFTSL value: 0.125*

*Unit chair: R Haysom*

*Prerequisite: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information. Students must consult with the Unit Chair or relevant Assessment Panel member before enrolling in this unit:*

- Media Arts: Adrian Bruch, Lecturer, School of Communication and Creative Arts*
- Professional and Creative Writing: Robin Freeman, Senior lecturer, School of Communication and Creative Arts*
- Dance: Sally Gardner, Lecturer, School of Communication and Creative Arts*
- Graphic Design: Tonya Meyrick, Lecturer, School of Communication and Creative Arts*
- Drama: John Jacobs, Lecturer, School of Communication and Creative Arts*
- Visual Arts: Rob Haysom, Lecturer, School of Communication and Creative Arts*

*Incompatible with: AAV384, ACD321, ACM321, ACP321, ACV309, and ALW351*

*Contact hours: This is a Work Experience in Industry (WEI) unit, where the placement amounts to approximately 100 hours.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

A Creative Arts Internship is a placement in a supervised workplace. Internships may be undertaken across a range of creative arts industries. These disciplines include creative and professional writing, graphic arts, media arts, performing arts, and visual arts. Possible placements for an internship include: activities associated with creative arts industry sectors, corporate/government/community organizations, associations and practitioners involved in the fields of writing/publishing/editing, graphic design, dance/performance/theatre production, film, video, television, radio, sound, animation, web design, photography, visual arts, and communications/media. Students are responsible for researching and selecting a work placement, and then devising and negotiating a mutually agreed upon supervised project and/or a supervised position within a workplace environment.

During the Internship students will be required to:

- develop a profile of the organization or creative industry sector
- outline a sequence of specified tasks, develop a project/folio/product, and assess the process and outcomes of the project and/or Internship experience through a written report and/or oral presentation.

### ASSESSMENT

Workplace Research 40% (2000 words or equivalent)  
This may include a combination of written research activities, such as an industry or organisation profile and/or practitioner interviews.

Project/activities report 60% (3000 words or equivalent)

This may include a combination of a folio, presentation, performance, showreel, student journal or reflective essay.

Assessment requirements are tailored to specific creative industry sectors. Students are required to negotiate details of their assessments with their discipline-specific Assessment Panel representative.

## ALX711 – RESEARCH PROJECT

*Offered at: (B, X)*

*Credit point(s): 4*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*

*Unit chair: V Murray*

*Prerequisite: AAR710 and AAR712 and students planning to take this unit in Media and Communication, Advertising, Journalism, Public Relations or Professional Writing should seek advice from the unit chair as you may be required to complete ALR732 Research Methods for Contemporary Society (Stream B) prior to enrolling in this unit.*

*Incompatible with: ACM728, ALJ711, ALR713, ALW711, and ALL745*

*Note: Students wishing to undertake these units need to have a distinction average across at least two units in the area of study they wish to research. Enrolment in these units cannot take place until students have submitted an approved proposal to the unit chair, who will allocate a supervisor.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Research Project enables students to engage in a piece of independent research which will generally draw upon coursework study they have already undertaken. Students will determine the content



of their Research Projects through negotiation and consultation with their supervisors. Projects may involve creative projects combined with an exegesis; or may constitute an 18000 – 20000 word report which is based on primary and secondary sources. They may also draw on fieldwork or other data and will involve theoretical, interpretative and analytical work.

### ASSESSMENT

Research Project of 18000 – 20000 words.

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## ALX715 – RESEARCH PROJECT A

*Offered at: (B, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: N Weerakkody*

*Prerequisite: AAR710 and AAR712 and students planning to take this unit in Media and Communication, Advertising, Journalism, Public Relations or Professional Writing should seek advice from the unit chair as you may be required to complete ALR732 Research Methods for Contemporary Society (Stream B) prior to enrolling in this unit. Students wishing to submit film production proposals as research projects must have successfully completed ACC707 and ACM713 or equivalent undergraduate units.*

*Incompatible with: ACM728, ALJ711, ALR713, ALW711, ALL745, ALL733, ALR716, ALW715*

*Note: 1) Students wishing to undertake these units need to have a distinction average across at least two units in the area of study they wish to research. Enrolment in these units cannot take place until students have submitted an approved proposal to the Unit Chair, who will allocate a supervisor.*

*2) XA result until ALX716 Research Project B completed. Students wishing to submit film production proposals as research projects must have successfully completed ACC707 and ACM713 or equivalent undergraduate units.*

*3) Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to undertake a four credit point research project over two trimesters. It is paired with ALX716. Students will determine the content of their Research Projects through negotiation and consultation with their supervisors. Projects may involve creative projects combined with an exegesis, or may constitute a 9000 – 10000 word report which is based on primary and secondary sources. They may

also draw on fieldwork or other data and will involve theoretical, interpretative and analytical work.

### ASSESSMENT

Students enrolled in ALX715 will complete 9000 – 10000 words towards a Research Project of 18000 – 20000 words. Their results will be held over until they have completed ALX716, when they will submit their completed project.

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## ALX716 – RESEARCH PROJECT B

*Offered at: (B, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: V Murray*

*Prerequisite: AAR710 and AAR712 and ALX715 and Special requirement ALX716.*

*Incompatible with: ACM728, ALJ711, ALR713, ALW711, ALL745, ALL733, ALR716, ALW715*

*Note: Students wishing to undertake these units need to have a distinction average across at least two units in the area of study they wish to research. Enrolment in these units cannot take place until students have submitted an approved proposal to the Unit Chair, who will allocate a supervisor.*

*Students planning to take this unit in Media and Communication, Advertising, Journalism, Public Relations or Professional Writing should seek advice from the unit chair as you may be required to complete ALR732 Research Methods for Contemporary Society (Stream B) prior to enrolling in this unit.*

*Students wishing to submit film production proposals as research projects must have successfully completed ACC707 and ACM713 or equivalent undergraduate units.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit, paired with ALX715 Research Project A, enables students to undertake a four credit point research project over two trimesters. Students will determine the content of their Research Projects through negotiation and consultation with their supervisors. Projects may involve creative projects combined with an exegesis, or may constitute a 9000 – 10000 word report which is based on primary and secondary sources. They may also draw on fieldwork or other data and will involve theoretical, interpretative and analytical work.

**ASSESSMENT**

Students enrolled in ALX716 will complete 9000 – 10000 words towards a Research Project of 18000 – 20000 words commenced in ALX715.

**ALX720 – MINOR RESEARCH PROJECT**

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: V Murray*

*Prerequisite: Students planning to take this unit in Media and Communication, Advertising, Journalism, Public Relations or Professional Writing should seek advice from the unit chair as you may be required to complete ALR732 Research Methods for Contemporary Society (Stream B) prior to enrolling in this unit.*

*Note: Students wishing to undertake these units need to have a distinction average across at least two units in the area of study they wish to research. Enrolment in these units cannot take place until students have submitted an approved proposal to the Unit Chair, who will allocate a supervisor.*

*Students wishing to submit film production proposals as research projects must have successfully completed ACC707 and ACM713 or equivalent undergraduate units.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit enables students to undertake a two credit point research project on a topic of their choice negotiated with their supervisor. Students will determine the content of their Minor Research Projects through negotiation and consultation with their supervisors. Projects may involve creative projects combined with an exegesis, or may constitute a 9000 – 10000 word report which is based on primary and secondary sources. They may also draw on fieldwork or other data and will involve theoretical, interpretative and analytical work.

**ASSESSMENT**

Minor Research Project of 9000 – 10000 words

**ALX721 – CREATIVE INDUSTRIES INTERNSHIP**

*Offered at: (B, X-OS)*

*Offerings: Trimester 1 (B) or Trimester 2 (B, X-OS)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: K Le Rossignol*

*Prerequisite: Must have completed 8 credit points in the Master of Arts (Professional Communication) or Master of Arts (Writing and Literature) or Master of Arts (Film and Video)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied at university, and to explore the practical applications of their academic study. It also provides professional experience that may assist them to further their career goals. Students are expected to complete a minimum of 100 hours of work experience in their chosen site. The unit provides a framework for student assessment of their knowledge, skills and work choices in relation to the practices and implementation of selected topics in Professional Communication.

The unit combines workplace experience with an academic component that promotes reflection and analysis.

During the internship students will be required to:

- Complete a preliminary briefing session incorporating oral and written presentation skills, expectations of the professional creative industries workplace, planning and time management, reporting requirements
- Problem solving and negotiation
- Develop a profile of the organisation or workplace setting and conduct interviews with expert practitioners
- Develop a project, outline a sequence of specified tasks, and assess the process and outcomes of the project and/or internship experience
- Present both oral and written outcomes of the project and/or internship experience

Students are responsible for:

- Negotiating their internship details with the host organisation or creative industry representative
- Travel to, from and during their internship
- Completing all assessment requirements to a professional standard
- Completing all relevant administrative paperwork

**ASSESSMENT**

5000 words incorporating:  
Pre-departure report with placement profile:  
1500 words 35%:

- Includes analysis of briefing session material, researching industry profile of placement, evaluation of target industry and placement role/s
- Project report/folio and oral/online presentation: 3500 words equivalent 65%
- Includes evaluation and presentation report on project demonstrating professional written and oral presentation skills and may incorporate: analysis of industry professional practices and key collaborations, communications and interpersonal issues analysis, creative industry profile analysis, research requirements, strategic and creative problem-solving, collaboration and networking.

The unit caters for students from a range of disciplinary backgrounds, and provides them with foundational skills that will allow them to develop their specific disciplinary and artistic interests in motion capture throughout the Motion Capture minor sequence. These interests may be in artistic/design/performance and/or technological aspects of motion capture, and the unit caters for students with and without technological or computing backgrounds.

Practical work for this unit will be taught in the intensive mode.

**ASSESSMENT**

Practical examination in motion capture operation – 25%, Planning and implementation of motion capture project – 50%, Presentation on international and commercial contexts of motion capture use, 2000 words or equivalent presentation using electronic media – 25%

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## AMC201 – INTRODUCTION TO MOTION CAPTURE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B), Trimester 2 (B, G, X\*) or Trimester 3 (B)*

*\* Not offered in Trimester 2 off campus in 2012, re-offered 2013.*

*EFTSL value: 0.125*

*Previously: This unit was titled Motion Capture Boot Camp in 2011.*

*Unit chair: A Bruch*

*Prerequisite: Must have completed 4 credit points of study*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit gives students an understanding of and practical grounding in motion capture technology. It provides students with foundational skills in the use and aesthetics of motion capture that will enable them to undertake more advanced motion capture projects either in their discipline-specific work, or as they move through the minor sequence in Motion Capture. Using the facilities of the Deakin Motion.lab, the largest animation motion capture studio in Australia, students will gain practical experience in calibrating and operating a motion capture system and in planning and implementing a motion capture shoot. The unit will also provide an introduction to post-processing. Students will also gain an overview of the broader context of motion capture, and its use in the animation and game development industries and in interactive performance.

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## AMC202 – ANIMATING MOTION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Woodcock*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit builds paths to understanding the creative applications of motion capture technology, focusing on the relationship between movement and its representation through motion capture data and post-processing in animation programs. The unit develops skills of visualisation, representation and manipulation of human motion through reference to established principles of character animation. Students will develop a working knowledge of Motion Builder, which opens up the expressive capabilities of motion capture. Through focused study of human and non-human form and movement within three-dimensional space, students gain creative control of the expressive outcomes of this high-end technology. The unit contextualises motion capture technology in terms of the aesthetic and conceptual aspects of the motion capture concept, and explores issues involved in developing high level creative control of motion capture outcomes. Students will work collaboratively on a number of tasks, including research, planning, presentation, and technical skills development.

**ASSESSMENT**

Research Folio & Presentation – 25%

In groups, students present to the class a report, based on research material they have used to document and understand motion: observational drawings, designs for armature models, notes and sketches from MoCap studio visits, and interviews with studio professionals. This material and the presentation will contribute to shared knowledge of the range of possible ways human (and non-human) motion can be represented and 'captured' in the context of allied media arts disciplines.

Exercise – 25%

Each group will write and storyboard a short sequence of human or non-human motion. Each scene is designed to express visually the dynamics of the particular motions featured in the proposed sequence. The focus of the Exercise assignment is on collaborative, inter-disciplinary learning and resources management, and the application of various research methodologies for the exploration of the possibilities of motion.

Project – 50%

Using a range of approaches, including digital and analogue techniques, students will collaborate to produce an animated sequence featuring the models and motions they have designed, developed and constructed during the trimester, across physical and digital platforms. The model may be accompanied by live action or stop-motion footage, Flash or hand drawn footage, live performance, or a combination of techniques and approaches. The focus of the project is on understanding and exploiting the roles of both analogue and digital methodologies in the context of Motion Capture technologies.

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## AMC303 – ADVANCED MOTION CAPTURE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Vincs*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is an advanced motion capture course based on the commercial motion capture work undertaken at the Deakin Motion.Lab. The Deakin Motion.Lab has delivered a number of unique and challenging industry motion capture projects. A recent example is the Nocturnal Migration campaign for Toohey's Beer

for Queensland company Altv.fx, which won a Mobius award for special effects:

<http://www.deakin.edu.au/motionlab/news.php?n=21>

[http://www.cgsociety.org/index.php/CGSFeatures/CGSFeatureSpecial/altvfx\\_nocturnal](http://www.cgsociety.org/index.php/CGSFeatures/CGSFeatureSpecial/altvfx_nocturnal)

This unit will provide students with an overview of commercial motion capture based on specific projects undertaken in the studio, and will work on their own motion capture projects for game, film and video or animation reels.

**ASSESSMENT**

Written test on principles of character solving and animation for motion capture 25%

Solve/character setup 30%

Integration with CG environment 25%

Corrective animation product 20%

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## AMC701 – INTRODUCTION TO MOTION CAPTURE

*Offered at: (B, X\*)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2\**

*\* Not offered in Trimester 2 off campus in 2012, re-offered 2013.*

*EFTSL value: 0.125*

*Unit chair: A Bruch*

*Incompatible with: AMC201*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit gives students an understanding of and practical grounding in motion capture technology. It provides students with foundational skills in the use and aesthetics of motion capture that will enable them to undertake more advanced motion capture projects either in their discipline-specific work, or as they move through the minor sequence in Motion Capture. Using the facilities of the Deakin Motion.lab, the largest animation motion capture studio in Australia, students will gain practical experience in calibrating and operating a motion capture system and in planning and implementing a motion capture shoot. The unit will also provide an introduction to post-processing. Students will also gain an overview of the broader context of motion capture, and its use in the animation and game development industries and in interactive performance.

The unit caters for students from a range of disciplinary backgrounds, and provides them with foundational

skills that will allow them to develop their specific disciplinary and artistic interests in motion capture throughout the Motion Capture minor sequence. These interests may be in artistic/design/performance and/or technological aspects of motion capture, and the unit caters for students with and without technological or computing backgrounds.

#### ASSESSMENT

- Practical examination in motion capture operation – 25%,
- Planning and implementation of motion capture project – 50%,
- Presentation on international and commercial contexts of motion capture use, 2000 words or equivalent presentation using electronic media – 25%

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## AMC702 – ANIMATING MOTION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Woodcock*  
*Incompatible with: AMC202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit builds paths to understanding the creative applications of motion capture technology, focusing on the relationship between movement and its representation through motion capture data and post-processing in animation programs. The unit develops skills of visualisation, representation and manipulation of human motion through reference to established principles of character animation. Students will develop a working knowledge of Motion Builder, which opens up the expressive capabilities of motion capture. Through focused study of human and non-human form and movement within three-dimensional space, students gain creative control of the expressive outcomes of this high-end technology. The unit contextualises motion capture technology in terms of the aesthetic and conceptual aspects of the motion capture concept, and explores issues involved in developing high level creative control of motion capture outcomes. Students will work collaboratively on a number of tasks, including research, planning, presentation, and technical skills development.

#### ASSESSMENT

Research Folio & Presentation – 25%

In groups, students present to the class a report, based on research material they have used to document and understand motion: observational drawings, designs for armature models, notes and sketches from MoCap studio visits, and interviews with studio professionals. This material and the presentation will contribute to shared knowledge of the range of possible ways human (and non-human) motion can be represented and 'captured' in the context of allied media arts disciplines.

#### Exercise – 25%

Each group will write and storyboard a short sequence of human or non-human motion. Each scene is designed to express visually the dynamics of the particular motions featured in the proposed sequence. The focus of the Exercise assignment is on collaborative, inter-disciplinary learning and resources management, and the application of various research methodologies for the exploration of the possibilities of motion.

#### Project – 50%

Using a range of approaches, including digital and analogue techniques, students will collaborate to produce an animated sequence featuring the models and motions they have designed, developed and constructed during the trimester, across physical and digital platforms. The model may be accompanied by live action or stop-motion footage, Flash or hand drawn footage, live performance, or a combination of techniques and approaches. The focus of the project is on understanding and exploiting the roles of both analogue and digital methodologies in the context of Motion Capture technologies.

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## AMC703 – ADVANCED MOTION CAPTURE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Vincs*  
*Incompatible with: AMC303*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is an advanced motion capture course based on the commercial motion capture work undertaken at the Deakin Motion.Lab. The Deakin Motion.Lab has delivered a number of unique and challenging industry motion capture projects. A recent example is the Nocturnal Migration campaign for Toohey's Beer for Queensland company Altv.fx, which won a Mobius award for special effects:

<http://www.deakin.edu.au/motionlab/news.php?n=21>  
[http://www.cgsociety.org/index.php/CGSFeatures/CGSFeatureSpecial/altvfx\\_nocturnal](http://www.cgsociety.org/index.php/CGSFeatures/CGSFeatureSpecial/altvfx_nocturnal)

This unit will provide students with an overview of commercial motion capture based on specific projects undertaken in the studio, and will work on their own motion capture projects for game, film and video or animation reels.

#### ASSESSMENT

Written test on principles of character solving and animation for motion capture 25%  
 Solve/character setup 30%  
 Integration with CG environment 25%  
 Corrective animation product 20%

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## ASC101 – INTRODUCTION TO SOCIOLOGY A

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: N Burdess*  
*Coordinator: C Smith (B), B East (G), N Burdess (X, W)*  
*Incompatible with: ASC201*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit provides an introduction to sociology and introduces students to sociological concepts and theories in order to develop a sociological outlook. A main purpose of the study of sociology is to trace the relationship of the individual to the social world. This unit will take specific and familiar areas of interest for the beginning student, and through them develop ways of thinking sociologically. The unit will introduce students to some of the central questions asked by sociologists regarding the nature of society as a means of introducing students to the sociological perspective. Topics included are the consumer society, the sociology of the body and identity formation.

#### ASSESSMENT

One essay 1800 words 40%, tutorial participation (off campus online quizzes via DSO) 25%, closed book examination 35%

## ASC102 – INTRODUCTION TO SOCIOLOGY B

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Toffoletti*  
*Coordinator: K Toffoletti (B, W, X), B East (G)*  
*Incompatible with: ASC202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The study of global and national inequalities is possibly one of the most important areas of study in sociology. Patterns of inequality are based on categories such as social class, gender, race and ethnicity. The first section of this unit will explore these categories as well as sociological explanations by major theorists in the area. The unit then moves on to and examination of globalisation, work and global risks.

#### ASSESSMENT

One essay 1800 words 40%, tutorial participation (off campus online quizzes via DSO) 25%, closed book examination 35%

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## ASC160 – INTRODUCTION TO UNIVERSITY STUDY

*Offering information: Student quotas apply to the Melbourne Burwood Campus and Geelong Waurin Ponds Campus offerings of this unit.*

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, W, X) and Trimester 3 (X)*

*EFTSL value: 0.125*  
*Unit chair: N Burdess*  
*Incompatible with: EAD103*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit helps students to develop the skills required for successful university study. They include:

- (1) a range of organisational skills, including: time management, getting the most from lectures and

tutorials, and maximising the chances of doing well in exams;

- (2) written communication skills, to help with the 100,000+ words students write during their undergraduate career, including: essay planning and structure, abstracts and reviews, academic writing conventions, general writing practices, and working with diagrams and tables; and
- (3) information retrieval skills, including efficient searching of: the library catalogue, journal databases, and World Wide Web pages.

#### ASSESSMENT

One 800-word paper (20%), one 1600-word paper (40%), closed-book exam(40%).

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## ASC206 – SOCIOLOGY OF HEALTH

*Offered at: (G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: E Eckermann*

*Incompatible with: ASC209, ASC309, ASC236, ASC336, ASC306*

*Contact hours: 1 hour lecture, 1 hour tutorial*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The basic aim of the unit is to show that social factors have a significant role both in the incidence of health and illness, and in the delivery of health care services.

Major sections are:

- (i) Social patterns of health and illness, which focuses on describing and providing explanations for the differences between major social groups;
- (ii) Social groups in health care, which focuses on the development and current roles of several major occupational groups in the health care system; and
- (iii) Social issues in health care, which provides a sociological perspective on a range of pressing health issues.

#### ASSESSMENT

Tutorial-based assessment (off campus students via DSO) 20%, assignment 2000 words 40%, closed book examination 40%.

## ASC207 – CONSUMER SOCIETY AND SUSTAINABLE FUTURES

*Offering information: This unit will commence Trimester 1 2013*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Toffoletti*

*Contact hours: 1 x 1 hour lecture and 1 x 1 hour tutorial (a total of 2 hours)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to key sociological, cultural and feminist interrogations of consumer society. It examines the emergence and development of consumer society in the context of 'reflexive modernity'. Students will be given the opportunity to critically engage with the operations and effects of consumerism in local and global contexts. By looking at trends like makeover culture, the 'lifestyle' industry and anti-consumption, the unit encourages students to analyse the macro and micro processes of consumerism that shape social life, identities and communities. Particular emphasis will be placed on the intersections of gender, race and class in the formation of the consumer subject. The types of phenomenon to be examined through the lens of consumer society include sporting events, home renovation, health and fitness fads, ethical consumerism and sustainability.

#### ASSESSMENT

Essay, 40%, 1800 words

Online quizzes, 20%

Exam, 40%, 1800 words

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## ASC233 – MIGRATION AND MULTICULTURALISM

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: V Marotta*

*Incompatible with: ASC333*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In examining social issues and processes of profound importance in today's world, this unit focuses on migration in a globalising world and the consequent effects of the mixing of different peoples. Migratory processes and the motivation to migrate are investigated in terms of global economic, cultural and political linkages. The unit explores constructions of identity and ethnicity arising from migration, and scrutinizes some of the issues arising from it: such as racism, 'ethnic cleansing', interculturality and multiculturalism. It concludes with an examination of the impact of migration, multiculturalism and racism on nation and citizenship.

### ASSESSMENT

One essay 2000 words 50%, Tutorial exercises 40%, Tutorial participation 10%

## ASC246 – SOCIOLOGY OF THE MEDIA AND POPULAR CULTURE

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Lorman  
Incompatible with: ASC346*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Employing a variety of theoretical perspectives, the unit analyses the social, cultural, economic and political features of mass media. These paradigms are approached from a specifically sociological perspective covering various aspects of the media industries, texts, audiences and newer technologies.

Topics include:

- Is the media just 'big business'?
- Can the media influence people's attitudes and behaviour?
- Do advertisements work?
- Is the news factual?
- Why are soap operas so popular?
- Has the media enhanced citizenship and democracy?
- Will the Internet be a liberating technology?

### ASSESSMENT

On-campus: One essay 2000 words 40%, tutorial performance 20%, examination 40%.  
Off-campus: One essay 3000 words 60%, examination 40%.

## ASC250 – SOCIAL RESEARCH: AN INTRODUCTION

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: C Palmer  
Incompatible with: ASC161, ASC350*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The basic aim of this unit is to enable students to assess the strengths and weaknesses of the data gathering and data analysis work of social researchers. It includes the following main sections:

- (i) some basic concepts in social research, including research design, measurement and sampling;
- (ii) the main data collection techniques used by social scientists, including surveys, field research, unobtrusive research and experiments;
- (iii) fundamentals of the analysis of data, including describing single variables, measuring associations between two variables, and testing hypotheses.

### ASSESSMENT

Data analysis paper 1750 words 35%, tutorial-based assessment 1000 words (off campus via DSO) 25%, closed book examination 40%.

## ASC270 – SOCIOLOGY AND THE LAW

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: N Millen  
Incompatible with: ASC370*

*Note: Students do not require prior legal knowledge to complete this unit successfully.*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit provides an introduction to a sociological analysis of law making and legal practice and the consequences of the application of law for social change in modern western societies. The theoretical perspectives of Marx, Durkheim, Weber, Foucault, Liberalism and Feminism are used to examine the emergence of law and its changing forms in western society. Specific topics in the unit examine: the structure and nature of the legal profession, class-based challenges to the law for better access and relevance, women and the law, medicine and the law, workplace deaths and injury, gender and sexuality and white collar crime and money laundering.

### ASSESSMENT

Research essay 2000 words 40%, Two hour closed book exam 30%, Tutorial class paper and test (off campus tutorial activities via DSO) 30%

## ASC287 – LOVE, SEX AND RELATIONSHIPS

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Macgarvey  
Campus contact: K Lane (B) A Macgarvey (G, W, X)  
Incompatible with: ASC387*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In the last quarter of the 20th century, major shifts in the structure of families have occurred in Australia and other Western countries. A number of trends such as changes to fertility rates, rates of marriage, remarriage and divorce and the growth of single households have had a major impact on the composition of families and the recasting of intimate relationships.

As a consequence there is now a great deal of diversity in people's living arrangements.

The unit comprises four modules which focus upon unheralded changes in the definitions of families, sexuality and caring relationships in the context of the sociological imagination, sociological theories of gender and relationships, sexuality and emotion and the blurring of public/private boundaries in everyday life.

### ASSESSMENT

One research assignment (2000 words) 40%,  
One examination 40%,  
Tutorial activities 20%

## ASC304 – CULTURE AND CONTROL: BOUNDARIES AND IDENTITIES

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Zajdow  
Campus contact: G Zajdow (B, X) S Jacobs (G)  
Incompatible with: ASC204*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit deals with the sociological issues related to deviance and social control in two ways. One approach involves examining theories of social control and the construction of marginal identities as these relate to conceptions of culture and the social world. The concepts will also be examined as powerful assumptions in changing professional practice. The second approach includes in-depth case studies which illustrate the various theoretical issues. These case studies include such topics as prisons and punishment, homelessness, women and medical science, madness, and drug and alcohol use and abuse.

### ASSESSMENT

On Campus: tutorial participation and exercises 20%; one essay 2000 words 40%; one essay 2000 words 40%

Off campus: one essay 1000 words 20%; one essay 2000 words 40%; one essay 2000 words 40%

## ASC306 – SOCIOLOGY OF HEALTH

*Offered at: (G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: E Eckermann  
Incompatible with: ASC206, ASC209 or ASC309, ASC236 or ASC336  
Contact hours: 1 hour lecture, 1 hour tutorial*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The basic aim of the unit is to show that social factors have a significant role both in the incidence of health and illness, and in the delivery of health care services. Major sections are: (i) Social patterns of health and illness, which focuses on describing and providing explanations for the differences between major social groups; (ii) Social groups in health care, which focuses on the development and current roles of several major occupational groups in the health care system; and (iii) Social issues in health care, which provides a sociological perspective on a range of pressing health issues.

### ASSESSMENT

Tutorial-based assessment (off campus students via DSO) 20%, assignment 2000 words 40%, closed book examination 40%.

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## ASC308 – SOCIOLOGY AND THE MODERN WORLD

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Jacobs  
Prerequisite: ASC101, ASC102  
Incompatible with: ASC203

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Many sociologists envisage advanced societies entering a new phase, the transition from modernity to postmodernity. This unit examines theories of modern and postmodern societies. A range of illustrative social developments are studied through which the student will be able to:

- develop critical thinking through analytical and conceptual thought;
- practice interpretation of theoretical texts;
- demonstrate reasoned points of view;
- design and produce critical and evaluative written work;
- locate social theory within contemporary issues and critically evaluate its place in political and democratic traditions.

### ASSESSMENT

On-campus: essay 1750 words 35%, tutorial paper 750 words and tutorial participation 15%, examination 50%.  
Off-campus: essay 2500 words 50%, examination 50%.

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## ASC320 – SEX, CRIME AND JUSTICE IN AN ELECTRONIC AGE

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: A Macgarvey  
Prerequisite: At least eight credit points towards your degree.  
Incompatible with: ASL320  
Contact hours: This unit is offered in the wholly online teaching mode only – there will be no face-to-face teaching.

*Note: While this unit will discuss the social changes around sexual identity and the internet, as well as sex crimes on the net, students will not be required to, nor be able to, access internet pornography sites. University policy clearly states that users of university servers are prohibited from accessing pornographic or other such sites and the unit team thoroughly endorses this policy.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This fully on-line unit will explore the way that electronic modes of communication and the emergence of virtual communities are transforming the way we live. This unit examines issues such as the presentation of the self in virtual networks, social relations online, new forms of criminal behaviour and the regulatory responses to these developments. Importantly, the techniques of social science research and theory will be used to evaluate and understand these developments. This unit will enable students to research the area and critically enhance their capacity to understand how virtual forms of communication and interaction raise new dilemmas for the study of crime and justice, social relations and identity. A range of disciplines (sociology, criminology and gender studies) are used to understand these changes and provide the means to actively participate in deliberation on how living in the electronic age produces both continuity and change to our sense of self, society and space.

### ASSESSMENT

Online exercises (includes reflective journal) 50%,  
research report 50%

## ASC321 – SOCIOLOGY INTERNSHIP

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*

*Unit chair: N Millen*

*Prerequisite: At least 6 credit points towards a sociology major. Preference given to students with ASC250/350*

*Social Research: an Introduction.*

*Note: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Approval to enrol in ASC321 is conditional upon the availability of an appropriate work placement and approval of the Unit Chair.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Internship unit consists of a placement in a mutually arranged, supervised position where students will ideally undertake a project in the workplace and report on it both to the host organisation and the faculty supervisor. This is not a placement solely for experiential learning. The methodologies that need to be utilised in the project are dependent upon the type of placements.

In this particular unit students will be expected to use one or more of the following research approaches:

- naturalistic research;
- content analysis;
- development and implementation of surveys;
- data collection and basic data analysis;
- field research;
- secondary analysis of data for reports or other tasks.

### ASSESSMENT

A written report of 5000 words consisting of five parts:

- engagement-profile on placement organisation 700 words 15%;
- research problem and detail of stages for completion of task(s) 500 words 10%;
- research methods employed-summary 1100 words 20%;
- findings-summary 2000 words 40%;
- evaluation of the placement 700 words 15%

## ASC333 – MIGRATION AND MULTICULTURALISM

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: V Marotta*

*Incompatible with: ASC233*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In examining social issues and processes of profound importance in today's world, this unit focuses on migration in a globalising world and the consequent effects of the mixing of different peoples. Migratory processes and the motivation to migrate are investigated in terms of global economic, cultural and political linkages. The unit explores constructions of identity and ethnicity arising from migration, and scrutinizes some of the issues arising from it: such as racism, 'ethnic cleansing', interculturality and multiculturalism. It concludes with an examination of the impact of migration, multiculturalism and racism on nation and citizenship.

### ASSESSMENT

One essay 2000 words 50%, Tutorial exercises 40%, Tutorial participation 10%

## ASC346 – SOCIOLOGY OF THE MEDIA AND POPULAR CULTURE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Lorman*

*Incompatible with: ASC246*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Employing a variety of theoretical perspectives, the unit analyses the social, cultural, economic and political features of mass media. These paradigms are approached from a specifically sociological perspective covering various aspects of the media industries, texts, audiences and newer technologies.

Topics include:

- Is the media just 'big business'?
- Can the media influence people's attitudes and behaviour?
- Do advertisements work?
- Is the news factual?
- Why are soap operas so popular?
- Has the media enhanced citizenship and democracy?
- Will the Internet be a liberating technology?

#### ASSESSMENT

On-campus: One essay 2000 words 40%, tutorial performance 20%, examination 40%.

Off-campus: One essay 3000 words 60%, examination 40%.

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## ASC370 – SOCIOLOGY AND THE LAW

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: N Millen*

*Incompatible with: ASC270*

*Note: Students do not require prior legal knowledge to complete this unit successfully.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit provides an introduction to a sociological analysis of law making and legal practice and the consequences of the application of law for social change in modern western societies. The theoretical perspectives of Marx, Durkheim, Weber, Foucault, Liberalism and Feminism are used to examine the emergence of law and its changing forms in western society. Specific topics in the unit examine: the structure and nature of the legal profession, class-based challenges to the law for better access and relevance, women and the law, medicine and the law, workplace deaths and injury, gender and sexuality and white collar crime and money laundering.

#### ASSESSMENT

Research essay 2500 words 40%, Two hour closed book exam 30%, tutorial class paper and test (off campus tutorial activities via DSO) 30%

## ASC387 – LOVE, SEX AND RELATIONSHIPS

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Macgarvey*

*Campus contact: K Lane (B), A Macgarvey (G, W, X)*

*Incompatible with: ASC287*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

In the last quarter of the 20th century, major shifts in the structure of families have occurred in Australia and other Western countries. A number of trends such as changes to fertility rates, rates of marriage, remarriage and divorce and the growth of single households have had a major impact on the composition of families and the recasting of intimate relationships. As a consequence there is now a great deal of diversity in people's living arrangements.

The unit comprises four modules which focus upon unheralded changes in the definitions of families, sexuality and caring relationships in the context of the sociological imagination, sociological theories of gender and relationships, sexuality and emotion and the blurring of public/private boundaries in everyday life.

#### ASSESSMENT

One research assignment (2000 words) 40%,

One examination 40%,

Tutorial activities 20%

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## ASC491 – SOCIOLOGY HONOURS THEORY

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Jacobs*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit concerns theories of knowing and knowledge. Since the Enlightenment of the eighteenth century, natural science has come to be widely recognized as the

preeminent form knowledge. Considering the views of feminists and a number of theorists of science, the unit illustrates the range of disagreement over interpreting the nature of scientific knowledge and the methods by which scientists achieve their knowledge.

#### ASSESSMENT

One assignment 4000 words 100%

## ASC492 – SOCIAL RESEARCH STRATEGIES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students with no social research methods units in their undergraduate program complete a set course involving: identifying different approaches to social research; appreciating how information is collected using these different approaches and understanding some basic techniques for analysing the data collected. Students who have completed a social research methods unit will be advised on a course of study that matches the methodological approach they intend to take in their thesis research.

#### ASSESSMENT

Essay 2500 words 70%, Research design 1500 words 30% OR  
 Essay as negotiated with the Unit Chair 4000 words 100%

## ASC493 – SOCIOLOGY HONOURS OPTION A

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit comprises a number of research areas of particular interest to individual sociology staff (e.g. music, reproduction and medical intervention, and drugs in Australian society). The exact list of options is determined by availability of staff. Students choose one topic area, and in consultation with the individual staff member engage in in-depth library research.

#### ASSESSMENT

One assignment 4000 words 100%.

## ASC494 – SOCIOLOGY HONOURS OPTION B

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit comprises a number of research areas of particular interest to individual sociology staff (e.g. music, reproduction and medical intervention, and drugs in Australian society). The exact list of options is determined by availability of staff. Students choose one topic area, and in consultation with the individual staff member engage in in-depth library research.

#### ASSESSMENT

One assignment 4000 words 100%.

## ASC495 – SOCIOLOGY HONOURS THESIS A

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: V Marotta*  
*Incompatible with: ASC497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis is a piece of original research based on the use of primary materials (e.g. questionnaire responses), a re-examination or re-analysis of previous studies, a theoretical discussion of a sociological issue, or a combination of these. The thesis should demonstrate independent thought, the ability to critically analyse material, and the use of theories and frameworks to interpret findings.

**ASSESSMENT**

Thesis 15,000-16,000 words in length to be submitted upon completion of both ASC495 and ASC496 100%.

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis is a piece of original research based on the use of primary materials (e.g. questionnaire responses), a re-examination or re-analysis of previous studies, a theoretical discussion of a sociological issue, or a combination of these. The thesis should demonstrate independent thought, the ability to critically analyse material, and the use of theories and frameworks to interpret findings.

**ASSESSMENT**

Submission of a 15,000-16,000 word thesis 100%.

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## ASC496 – SOCIOLOGY HONOURS THESIS B

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*Unit chair: V Marotta*

*Incompatible with: ASC497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis is a piece of original research based on the use of primary materials (e.g. questionnaire responses), a re-examination or re-analysis of previous studies, a theoretical discussion of a sociological issue, or a combination of these. The thesis should demonstrate independent thought, the ability to critically analyse material, and the use of theories and frameworks to interpret findings.

**ASSESSMENT**

Thesis 15,000-16,000 words in length to be submitted upon completion of both ASC495 and ASC496 100%

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## ASC741 – CONDUCTING QUALITATIVE RESEARCH

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to equip students with the practical skills needed to conceptualise, plan and carry out qualitative research. Qualitative methods covered include participant observation, unstructured interviewing (focus groups, in-depth), digital/online research, mixed method approaches. The benefits and limitations of various methods will be assessed. Students will be trained in devising qualitative research tools and frameworks, with consideration given to the ethical, cultural and gendered dimensions of qualitative data collection. Teaching will be conducted in an online setting, with the option of participating in face-to-face workshops.

**ASSESSMENT**

1. Ethics review, 2000 words, 40%
2. Written piece, 3000 words, 60%

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## ASC497 – SOCIOLOGY HONOURS THESIS C

*Offered at: (B, G, X)*

*Credit point(s): 4*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*

*Unit chair: V Marotta*

*Incompatible with: ASC495, ASC496*

## ASC742 – SURVEY RESEARCH

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: C Palmer

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit takes a practical approach to assessing, designing and carrying out survey research. The purpose and rationale for undertaking survey research will be considered, and participants will develop practical skills in devising and applying critical stages within a survey research design.

Topics covered include survey design, sampling techniques and strategies, measuring social variables, administration of questionnaires and response rates. The uses and limitations of each technique will be explored. Teaching will be conducted in an online setting, with optional workshop attendance.

### ASSESSMENT

1. Online exercises, 1000 words, 40%
2. Practical Assignment, 3000 words, 60%

## ASC743 – ANALYSING QUALITATIVE DATA

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: K Lane

Note: It is strongly recommended that students undertake the ASC741 before enrolling in this unit.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit takes a practical approach to doing social research using qualitative methods. Participants will be given the opportunity to use various methods for the analysis of qualitative data.

It covers the following topics:

- Rationale and applicability of qualitative social research (Deductive vs. inductive research)
- A brief overview of types of qualitative methods
- Techniques for analysis of qualitative data
- Using, integrating and applying qualitative data
- Report writing
- Disseminating findings/presenting qualitative data for different audiences
- Reading and assessing qualitative research.

### ASSESSMENT

1. Online exercises, 2000 words, 50%
2. Research report, 2000 words, 50%

## ASC744 – ANALYSIS OF QUANTITATIVE DATA

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: N Millen

Contact hours: A workshop will be conducted at the Burwood campus on the weekend of the 11th and 12th of August 2012. This will be intensive workshop mode (12-15 hours).

Note: It is strongly recommended that students undertake ASC742 unit before enrolling in this ASC744 unit.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The focus of this unit is on building skills and expertise in using statistical software. In order for students to gain practical experience, this unit will be taught in a computer laboratory. Participants will learn how to describe, collate, analyse, interpret and report on secondary numerical data sources using the computer program SPSS (Statistical Package for the Social Sciences). Students will be given the opportunity to practice analysis techniques using real survey data.

### ASSESSMENT

1. x 2 Statistics and SPSS exercises, 30% (15% each)
2. x 3 SPSS computer exercises, 45% (15% each)
3. Data Base manipulation and Report, 25%

## ASC745 – MINOR THESIS A

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 and 2*

*EFTSL value: 0.250*  
*Unit chair: C Palmer*  
*Corequisite: Must also be enrolled in ASC746 Minor Thesis B*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The thesis is a piece of original research based on the use of primary materials (e.g. questionnaire responses), a re-examination or re-analysis of previous studies, a theoretical discussion of a sociological (or related discipline) issue, or a combination of these. The thesis should demonstrate independent thought, the ability to critically analyse material, and the use of theories and frameworks to interpret findings.

### ASSESSMENT

Thesis 15,000-16,000 words, 100%

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## ASC746 – MINOR THESIS B

*Offered at: (B, G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 and 2*

*EFTSL value: 0.250*  
*Unit chair: C Palmer*  
*Corequisite: Must also be enrolled in ASC745 Minor Thesis A*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The thesis is a piece of original research based on the use of primary materials (e.g. questionnaire responses), a re-examination or re-analysis of previous studies, a theoretical discussion of a sociological (or related discipline) issue, or a combination of these. The thesis should demonstrate independent thought, the ability to critically analyse material, and the use of theories and frameworks to interpret findings.

### ASSESSMENT

Thesis 15,000-16,000 words, 100%

## ASD704 – COMMUNITY DEVELOPMENT THEORY AND PRACTICE A

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: ASD604*  
*Unit chair: P Connors*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to enable students to develop an understanding and critical appreciation of the theory and practice of community development. Students will understand the key themes, concepts, principles and theoretical foundations of community development and be able to identify and analyse practice issues in community development.

Students explore the principles and theories informing community development. They investigate the forms of community development and some of the processes operating in community organisations. Community development and practice is placed in the context of wider theoretical issues. Debates about the nature of contemporary society, including the role of the state and the welfare state, the market and civil society, and modernity and postmodernity, sets the framework for analysis of the tensions in community development. Positions and arguments are discussed in relation to concrete examples and case studies in community development.

### ASSESSMENT

One essay 2000 words 40% and one essay 3000 words 60%.

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## ASD705 – COMMUNITY DEVELOPMENT THEORY AND PRACTICE B

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Connors*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

The focus of this unit is community development in practice. Students examine the sites of community development, the processes through which community development take place and the skills required for effective community development work. The question of how, in concrete terms, the energy and momentum of community development can address the problems of society will be discussed. Emphasis is placed on how community development skills can be articulated and developed in ways that facilitate the empowerment of communities to take control of and responsibility for their own development. Students will discuss such topics as issues in the management of change, the competitive environment, resourcing communities, developing programs and strategies, identification of community needs, monitoring, review and evaluation and conflict management. Topics to be addressed in this unit include:

- the ways in which changing environments affect community development
- how community organisations operate and develop
- key skills and practice issues in community development
- key activities in community development
- role of participation and networking in community development
- some of the key issues and dilemmas in community development practice.

**ASSESSMENT**

One essay 2000 words 40% and one essay 3000 words 60%.

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## ASD710 – SUBMISSION AND TENDER WRITING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Nabben*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be examined in this unit include: the information age, principles of submission and tender writing, formulations in submission and tender writing, the competitive funding environment, contractualism, steps in submission and tender writing. Issues, approaches and processes will be illustrated in case-studies.

**ASSESSMENT**

One essay 2000 words 40%, one essay 3000 words 60%

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## ASD711 – NEEDS ASSESSMENT AND STRATEGIC PLANNING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Nabben*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit has been designed to extend understanding of the conceptual foundations and practical complexities of community profiling, Asset Based Community Development (ABCD) and strategic planning. It aims to provide students with an understanding of the key concepts, approaches, methods, complexities and issues in community profiling, ABCD and strategic planning within a community development framework.

Community development practitioners are required to assist communities to identify strengths, assets or needs and develop strategies for achieving desired objectives. Thus strategic planning and community profiling are central activities in community development programs. However, as will be discussed in this unit, there are a number of ways of approaching strategic planning and community profiling. Since the 1980s there have been changes in ways of responding to social issues and social problems in general. For example, there has been a shift away from the operational rationales underpinning the bureaucratic procedural methods of the traditional welfare state to a strong emphasis on flexible and diverse programs which are based on rigorous community profiling and strategic planning. This unit will examine the differing approaches to community profiling and strategic planning, theories of community needs, steps in undertaking a community profile or asset mapping exercise and a strategic plan using case-studies of good and bad practices.

**ASSESSMENT**

One essay 2000 words 40% and one essay 3000 words 60%.

## ASD712 – MONITORING AND EVALUATION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Nabben*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This Unit has been designed to equip students to analyse critically the approaches and processes of monitoring and evaluation in a community development context. Students will be able to understand the purposes, contexts and principles of monitoring and evaluation and to successfully complete monitoring and evaluation projects .

This unit examines ways of thinking about and doing monitoring and evaluation. It discusses the different approaches to monitoring and evaluation, the purposes of monitoring and evaluation and the contexts in which monitoring and evaluation take place. It considers answers to the questions: who, what, where, how and why? The analyses undertaken will draw out lines of tension and debate amongst monitoring and evaluation researchers. While students consider a range of ideas about monitoring and evaluation our orientation is based upon monitoring and evaluation in community development settings. Issues, approaches and processes will be illustrated in case studies.

### ASSESSMENT

One essay 2000 words 40% and one essay 3000 words 60%.

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## ASD715 – CROSS CULTURAL COMMUNICATION AND PRACTICE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: M Kelly*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the diversity of cultures, how difference between ethnic groups is constructed and how to respond appropriately to difference. It provides the student with an understanding of the principles of cross-cultural communication and practice and development of cultural competency as community development practitioners in different cultural settings. Students will be encouraged to apply and analyse their experiences as case-studies.

Topics to be addressed in this unit include:

- the meanings of culture and how it affects community development practice;
- the meanings of cultural competence;
- cultural conflict;
- cross-cultural communication skills;
- cross-cultural teamwork in community development;
- building culturally competent community partnerships;
- cross-cultural negotiation and conflict resolution.

### ASSESSMENT

One essay 2000 words 30% and one essay 3000 words 70%.

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## ASD716 – HUMANITARIAN SETTLEMENT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Connors*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In the context of the increasing movement of refugees throughout the world, there has been an expanding need for countries to develop clear policies, protocols and practices for the effective and humane resettlement of refugees. This unit aims to provide the student with an understanding of the concepts of refugee and refugee resettlement, the refugee experiences of resettlement and refugee resettlement policies and practices. It aims to equip students to facilitate refugee resettlement and foster autonomous action amongst refugee groups.

Topics to be addressed in this unit include:

- the concepts of refugee and refugee resettlement
- international, United Nations and Australian policies of refugee resettlement
- what it means to be a refugee: refugee experiences
- refugee resettlement programs
- how to facilitate refugee settlement into local communities
- how to facilitate autonomous action and independence amongst refugee groups
- refugee related trauma.

#### ASSESSMENT

One essay 2000 words 40% and one essay 3000 words 60%.

## ASL111 – UNDERSTANDING CRIMINAL JUSTICE

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously: The Criminal Justice System*  
*Unit chair: K Fitz-Gibbon*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides an introduction to the structures and procedures of the criminal justice system from a critical perspective. The unit outlines the major characteristics of the investigation, prosecution, adjudication and correctional processes within the criminal justice system, and the key issues which impinge on contemporary criminal justice administration in Australia. The conduct of police investigations, prosecutorial decision-making and the executive administration of the prison system are explored. The unit adopts an interdisciplinary approach to the study of criminal justice institutions and practices, and critically assesses the effectiveness of the system using contemporary criminological/socio-legal evidence.

#### ASSESSMENT

On-campus:  
 10% Tutorial participation, 10% Online test 1, 40% Online research and writing exercise (1,500 words), 40% 2 hour exam

Off campus:  
 10% Online test 1, 10% Online test 2, 40% Online research and writing exercise (1,500 words), 40% 2 hour exam

## ASL113 – UNDERSTANDING CRIME

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously: Crime, Criminology and Policing*  
*Unit chair: D Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to the various ways in which we think about and respond to crime and its control. It includes the key literature on crime and policing, examining historical, contemporary and comparative analysis of crime and policing. This unit also provides a foundation for future study in criminology subjects.

#### ASSESSMENT

On Campus: Essay 2500 Words 50%, Tutorial Participation 10%, Closed-Book Two Hour Examination 40%.  
 Off Campus: Essay 2500 Words 50%, Online Exercise 10%, Closed-Book Two Hour Examination 40%.

## ASL204 – ISSUES AND ETHICS IN THE CRIMINAL JUSTICE SYSTEM

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Evans*  
*Incompatible with: ASL304*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit identifies several core dilemmas faced by professionals working in the criminal justice system. It includes issues relevant to police officers, legal professionals and correctional officers. Topics covered include efficiency and effectiveness, and an assessment of features which are problematic for criminal justice professionals, including the use of force, corruption, deception, and accountability.

#### ASSESSMENT

On campus: Essay 2500 words 40%, Two-hour examination 50%, Tutorial participation 10%

Off campus: Essay 2500 words 40%, Two-hour examination 50%, Online exercise 10%

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## ASL208 – TERRORISM, TRANSNATIONAL CRIME AND SECURITY

*Offered at: (G, X, ONLINE)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Whelan*  
*Incompatible with: ASL308*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines terrorism and transnational crime and the relationship between them; the history and forms of terrorism and transnational crime; and the administration of security in response to terrorism and transnational crime in Australia and internationally. It deals with these issues in relation to the law, risk, intelligence and the nature of security in an age of uncertainty. The unit examines important conceptual and practical issues concerning the ways in which we can minimise the risk of terrorism and transnational crime, but asks you to think critically about the different costs and benefits associated with our attempts to increase security.

### ASSESSMENT

On campus: tutorial participation and online exercises 50%, research exercise 3000 words 50%. Off campus: online exercises 50%, research exercise 3000 words 50%.

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## ASL209 – CRIMINOLOGY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: I Warren*  
*Incompatible with: ASL309*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces the major theories of criminology which have informed research, legislative and law enforcement debates in Western jurisdictions since the nineteenth century. It examines the role of theory and critical research questions which attempt to explain why crime has occurred, and the structure and functions of the various aspects of the criminal justice system and its agents. A combination of theoretical and applied examples is provided in order to illustrate the importance of, and contradictions between, various theoretical approaches informing our understanding of crime in contemporary society.

### ASSESSMENT

Research essay 2000 words 40%, research essay 3000 words 60%.

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## ASL214 – DESIGNING AND CONDUCTING CRIMINOLOGICAL RESEARCH

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: N Asquith*  
*Prerequisite: ASL113 and ASL209/ASL309*  
*Incompatible with: ASL310 and ASL314*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines issues concerning designing and conducting criminological research. This involves examining issues relating to research ethics, quantitative and qualitative methods of data collection and analysis, theory and research, literature research, socio-legal research, presenting research findings and the politics of criminological research. The unit explores research methods from a critical perspective, using a combination of evidence from Australia, Britain and the United States. Students are required to develop a small research program based on their learning in the unit.

### ASSESSMENT

On campus:  
 Essay 50%, Exam 40%, Tutorial 10%

Off campus:  
 Essay 50%, Exam 40%, Quiz 10%

## ASL219 – DRUGS, CRIME AND SOCIETY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Evans*  
*Incompatible with: ASL205, ASL319*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the connection between drugs, society, crime, and law enforcement. It outlines the history and philosophies of prohibition of various substances, and the implications of these policies on policing and harm minimisation amongst users. The unit includes an examination of the link between drugs and organised crime, the cultures of drug taking and their connection with the welfare/punishment debate, and the social, legal and political attitudes towards decriminalisation.

### ASSESSMENT

Essay 2500 words 50%, closed book examination 40%, seminar participation and presentation (off campus online exercise via DSO) 10%.

## ASL221 – CRIME PREVENTION AND SECURITY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Whelan*  
*Incompatible with: ASL321*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the various ways in which we think about and respond to crime prevention and reduction. The Unit examines the key policies and practices that have developed in Australia and internationally to address the 'problem of crime'. But the Unit also develops and appreciation of the political, social, economic and cultural values expressed through crime prevention and reduction policies and

programmes as well as historical, contemporary and comparative analysis.

### ASSESSMENT

On campus:  
 Essay 2000 words 40%, two-hour examination 40%, tutorial project and participation (including online materials) 20%.

Off campus:  
 Essay 2000 words 40%, two-hour examination 40%, online exercise 20%

## ASL222 – INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There is immense variation in the way different cultures deal with crime. This unit provides a critical introduction to the philosophies, structures and procedures of criminal justice institutions in a number of international jurisdictions. The unit explores the underlying philosophical similarities and differences between institutions and practices in a range of countries, while offering insights into how these features affect our understanding of crime in a global society. The concept of global justice is also explored by examining the role of International Criminal Court and the various features of transnational law enforcement, criminal investigation, prosecution and punishment. This unit adopts an interdisciplinary, comparative approach and encourages students to explore a range of theoretical and applied material on cross-cultural and international criminology using a combination of databases, policy documents, legal cases and empirical studies.

### ASSESSMENT

Research essay 2500 words 50%, Tutorial participation/online exercise 10%, Closed book two hour examination 40%

## ASL304 – ISSUES AND ETHICS IN THE CRIMINAL JUSTICE SYSTEM

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Evans*  
*Incompatible with: ASL204*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit identifies several core dilemmas faced by professionals working in the criminal justice system. It includes issues relevant to police officers, legal professionals and correctional officers. Topics covered include efficiency and effectiveness, and an assessment of features which are problematic for criminal justice professionals, including the use of force, corruption, deception, and accountability.

### ASSESSMENT

On campus:  
 Essay 2500 words 50%, Essay 2000 words 40%, Tutorial participation 10%

Off campus:  
 Essay 2500 50%, Essay 2000 40%, Online exercise 10%

## ASL308 – TERRORISM, TRANSNATIONAL CRIME AND SECURITY

*Offered at: (G, X, ONLINE)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Whelan*  
*Incompatible with: ASL208*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines terrorism and transnational crime and the relationship between them; the history and forms of terrorism and transnational crime; and the administration of security in response to terrorism and transnational crime in Australia and internationally. It deals with these issues in relation to the law, risk, intelligence and the nature of security in an age of

uncertainty. The unit examines important conceptual and practical issues concerning the ways in which we can minimise the risk of terrorism and transnational crime, but asks you to think critically about the different costs and benefits associated with our attempts to increase security.

### ASSESSMENT

On campus: tutorial participation and online exercises 50%, research exercise 3000 words 50%. Off campus: online exercises 50%, research exercise 3000 words 50%.

## ASL309 – CRIMINOLOGY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: I Warren*  
*Incompatible with: ASL209*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces the major theories of criminology which have informed research, legislative and law enforcement debates in Western jurisdictions since the nineteenth century. It examines the role of theory and critical research questions which attempt to explain why crime has occurred, and the structure and functions of the various aspects of the criminal justice system and its agents. A combination of theoretical and applied examples is provided in order to illustrate the importance of, and contradictions between, various theoretical approaches informing our understanding of crime in contemporary society.

### ASSESSMENT

Research essay 2000 words 40%, research essay 3000 words 60%.

## ASL311 – CRIMINOLOGY INTERNSHIP

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: D Palmer*

*Prerequisite: Must pass 4 units from ASL111, ASL113, ASL209/ASL309, ASL214/314, ASL221/321*

*Note: Internship units are normally undertaken in third year (or equivalent) and are subject to completion of specified prerequisite units and special application requirements. Interested students should contact Arts and Education Student Support on their campus for further information.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Internship unit offers students an opportunity to gain first hand work experience in a region or employment sector closely associated with topics studied in the Bachelor of Criminology, and to explore the practical applications of their academic study. Students are expected to complete a minimum of 50 hours of work experience in their chosen site. The unit provides a framework for student assessment of their knowledge, skills and work choices in relation to the practices and implementation of selected topics in Criminology.

### ASSESSMENT

To undertake work or volunteer placement within a host organisation in Australia or overseas AND

1. Pre-departure report: 1000 words
  - Details of organisation in which internship is to be undertaken
  - The nature of the work experience; supervision arrangements; accommodation
  - How the internship relates to the student's current course of study
  - How the internship may contribute to career possibilities and expectations
2. Project diary : 2500 words
  - Summarises daily tasks and internship projects
  - Summarises personal responses to the workplace; cultural and social experiences
3. Project report : 6500 words
  - Summarises the internship experience (analyses the structure and culture of the Internship; specific tasks undertaken; evaluates obstacles encountered and solutions found)
  - Outlines what the student learnt from the internship
  - Demonstrates how the student met objectives outlined prior to commencing the Internship
  - Explains how the internship relates to the student's programme of study and expected career

## ASL319 – DRUGS, CRIME AND SOCIETY

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: R Evans  
Incompatible with: ASL205 and ASL219*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the connection between drugs, society, crime, and law enforcement. It outlines the history and philosophies of prohibition of various substances, and the implications of these policies on policing and harm minimisation amongst users. The unit includes an examination of the link between drugs and organised crime, the cultures of drug taking and their connection with the welfare/punishment debate, and the social, legal and political attitudes towards decriminalisation.

### ASSESSMENT

Essay 2500 words 50%, essay 2000 words 40%, seminar participation and presentation (off campus online exercise via DSO) 10%

## ASL321 – CRIME PREVENTION AND SECURITY

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: C Whelan  
Incompatible with: ASL221*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the various ways in which we think about and respond to crime prevention and reduction. The Unit examines the key policies and practices that have developed in Australia and internationally to address the 'problem of crime'. But the Unit also develops and appreciation of the political, social, economic and cultural values expressed through crime prevention and reduction policies and

programmes as well as historical, contemporary and comparative analysis.

### ASSESSMENT

On campus: Essay 2000 words 40%, essay 2000 words 40%, tutorial project and participation (including online materials) 20%

Off campus:

Off campus: Essay 2000 words 40%, essay 2000 words 40%, online exercise 20%

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## ASL322 – INTERNATIONAL AND COMPARATIVE CRIMINAL JUSTICE

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Palmer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There is immense variation in the way different cultures deal with crime. This unit provides a critical introduction to the philosophies, structures and procedures of criminal justice institutions in a number of international jurisdictions. The unit explores the underlying philosophical similarities and differences between institutions and practices in a range of countries, while offering insights into how these features affect our understanding of crime in a global society. The concept of global justice is also explored by examining the role of International Criminal Court and the various features of transnational law enforcement, criminal investigation, prosecution and punishment. This unit adopts an interdisciplinary, comparative approach and encourages students to explore a range of theoretical and applied material on cross-cultural and international criminology using a combination of databases, policy documents, legal cases and empirical studies.

### ASSESSMENT

Research essay 2500 words 50%, Tutorial participation/online exercise 10%, Research essay 40%

## ASL491 – CRIMINOLOGICAL THEORY

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Evans*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Various theories discussed include post modernism and its relevance to policing and criminology, critical race and gender theories, theories of space, urban geography and crime, victimology, political realism, rights theory and privatisation.

### ASSESSMENT

One assignment 4000 words 100%.

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## ASL493 – CONTEMPORARY ISSUES IN CRIMINAL JUSTICE

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Evans*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Comparative developments in criminal justice; race, crime, justice (?) and 'deviance'; political, occupational and equality; Occupational Health and Safety; Equal Opportunity and criminal justice organisations; economics, theft and intellectual property; the web and crime; interpersonal policing; technological policing; punishment, shaming, and non-custodial punishment; the post-modern institutionalisation of criminals.

### ASSESSMENT

One assignment 4000 words 100%.



## ASL494 – SUPERVISED READING

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Evans*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Determined in the context of meetings between candidates and their supervisors.

### ASSESSMENT

One assignment 4000 words 100%.

## ASL495 – HONOURS THESIS A

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: R Evans*  
*Incompatible with: ASL497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There are no formal classes for the thesis component. Instruction is based on ongoing consultations with a nominated supervisor with appropriate experience in the candidate's area of interest, with specific focus on articulating the research question, conducting literature reviews, theoretical, ethical and methodological implications of the project, interpretation of findings and thesis writing.

### ASSESSMENT

Thesis 15,000-16,000 words in length to be submitted upon completion of both ASL495 and ASL496 100%.

## ASL496 – HONOURS THESIS B

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: R Evans*  
*Incompatible with: ASL497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There are no formal classes for the thesis component. Instruction is based on ongoing consultations with a nominated supervisor with appropriate experience in the candidate's area of interest, with specific focus on articulating the research question, conducting literature reviews, theoretical, ethical and methodological implications of the project, interpretation of findings and thesis writing.

### ASSESSMENT

Thesis 14,000-16,000 words in length to be submitted upon completion of both ASL495 and ASL496 100%.

## ASL497 – HONOURS THESIS C

*Offered at: (G, X)*  
*Credit point(s): 4*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.500*  
*Unit chair: R Evans*  
*Incompatible with: ASL495, ASL496*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

There are no formal classes for the thesis component. Instruction is based on ongoing consultations with a nominated supervisor with appropriate experience in the candidate's area of interest, with specific focus on articulating the research question, conducting literature reviews, theoretical, ethical and methodological implications of the project, interpretation of findings and thesis writing.

### ASSESSMENT

Thesis of 15,000-16,000 words in length to be submitted in accordance with Faculty of Arts and Education guidelines 100%.

## ASP102 – WORLD RELIGIONS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, X) or Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: L Davis*

*Incompatible with: ASP205, ASP305, ASP202*

*Note: Quota applies to this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the major 'world religions': Hinduism, Buddhism, Judaism, Christianity and Islam. The unit explores these religions by looking at their historical development, basic ideas, practices and sacred texts. In addition, students are introduced to a range of philosophical issues that arise within these religious traditions, such as: karma and rebirth; the relation between self and world, and self and God; different conceptions of God and salvation or liberation; and the question of how to understand the phenomenon of religious diversity.

### ASSESSMENT

On campus: Essay 1500 words 40%, Online program 20%, Two hour examination 40% Off campus: Essay 1500 words 40%, Online program 20%, Two hour examination 40%

## ASP106 – FREEDOM AND SUBJECTIVITY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Grigg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces key thinkers in twentieth-century French philosophy including Camus, Sartre, de Beauvoir, Althusser and Foucault. Our study explores the important themes of freedom and subjectivity. To what extent am I free to make my own life and choose my own identity? Do my relations with others set limits on my freedom? Is my individuality constrained by social and political forces – or is it perhaps even illusory?

### ASSESSMENT

Two assignments of 250 words each 10% each, essay of 1500 words 40%, two-hour examination 40%

## ASP202 – WORLD RELIGIONS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, X) or Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: L Davis*

*Incompatible with: ASP205, ASP305, ASP102*

*Note: Students planning a major in philosophy must enrol in this unit at first year level (ASP102). Quota applies to this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the major 'world religions': Hinduism, Buddhism, Judaism, Christianity and Islam. The unit explores these religions by looking at their historical development, basic ideas, practices and sacred texts. In addition, students are introduced to a range of philosophical issues that arise within these religious traditions, such as: karma and rebirth; the relation between self and world, and self and God; different conceptions of God and salvation or liberation; and the question of how to understand the phenomenon of religious diversity.

### ASSESSMENT

On campus: Essay 2000 words 40%, Online program 20%, Two hour examination 40% Off campus: Essay 2000 words 40%, Online program 20%, Two hour examination 40%

## ASP207 – PHILOSOPHY AND THE MEANING OF LIFE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Van Hooft*

*Incompatible with: ASP105, ASP213/313*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will explore the very beginnings of the Western philosophical tradition in the work of Socrates as described by Plato in about 400BCE. Plato raises issues about the nature of ultimate reality and its importance for our moral and social lives. He describes how Socrates was put to death for teaching philosophical ideas that challenged the authority of tradition. For his part, Nietzsche, in the late 19th century, challenged the hegemony of the philosophical tradition that Plato inaugurated and asked us to accept the stresses of human life without recourse to metaphysical consolations.

**ASSESSMENT**

On campus: Two essays 2000 words each 40% each,  
Tutorial program 20%  
Off campus: Two essays 2000 words each 40% each,  
Online program 20%

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## ASP208 – INTRODUCTION TO LOGICAL REASONING

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Duke*

*Incompatible with: ASP308*

*Contact hours: 1.5 hours seminar per week*

**CONTENT**

The capacity to evaluate and construct arguments is an invaluable skill across all disciplines, including philosophy, politics, science, law, business and media. This unit provides an introduction to the principles of critical thinking and reasoning. Students will learn a range of critical and creative thinking techniques including how to construct sound arguments and detect common reasoning errors. Critical reasoning skills will be taught with a focus upon practical applications and a view to the benefits that these skills have beyond the university as well as in academic contexts. This unit will therefore be of interest to students of philosophy as well as to students from all disciplinary areas.

**ASSESSMENT**

Tutorial exercises – 25% – ongoing assessment tasks equivalent to 1000 words.

On campus:

Joint classroom project 1 – 12.5% 500 words

Joint classroom project 2 – 12.5% 500 words

Off campus:

Collaborative online project 1 – 12.5% 500 words

Collaborative online project 2 – 12.5% 500 words

Two hour end of trimester examination 50%

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## ASP214 – POLITICAL PHILOSOPHY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Unit chair: D Kirsner*

*Incompatible with: ASP314, ASP319, ASP320*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will take a historical view of the development of political philosophy by surveying the views of Plato, Aristotle, Machiavelli, Hobbs, Locke, Hegel, Marx, Mill, Rawls and others. It will also highlight such themes as the rule of law, the legitimacy of power, democratic theory, social justice, feminist critiques of some traditional views, critiques of liberalism, republicanism, the nature of the state and civil society.

**ASSESSMENT**

On campus:

Two essays 2000 words each 50%.

Off campus:

Two essays 2000 words each 50%.

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## ASP215 – MORALS AND MODERNITY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Sharpe*

*Prerequisite: Any first year Arts unit*

*Incompatible with: ASP213/313, ASP315*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will introduce students to the study of ethics and to some of the major debates that engage moral theory today. Such a reflection begins with the work of Aristotle who highlighted the importance of virtue in our ethical lives, and moves on to the theory of Natural Law which bases moral norms on human nature backed by divine command. We then study Hume, who stresses the moral sentiments as a basis for our norms, and Kant who based the notion of duty and the dignity of humankind on pure reason.

**ASSESSMENT**

On campus:

Two essays 2000 words each 40% each, tutorial program 20%.

Off campus:

Two essays 2000 words each 40% each, online program 20%.

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## ASP216 – ETHICS IN GLOBAL SOCIETY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*Unit chair: TBA*

*Incompatible with: ASP316*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a unit in applied ethics which looks at global problems and investigates the moral obligations of states and of individuals in relation to them. Such problems include human rights, the rights of peoples to self-determination, nationalism and cosmopolitanism, global poverty, peace and war, terrorism, the role of women, and the global environment.

**ASSESSMENT**

On campus:

Two essays of 1500 words each 40% each, tutorial program 20%.

Off campus:

Two essays 1500 words each 40% each, online program 20%.

**ASP224 – FREUD AND PHILOSOPHY**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Reid*

*Incompatible with: ASP324*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This course introduces the key psychoanalytic ideas of Sigmund Freud on the individual psyche and society, and the way these ideas were developed in the later thought of Jacques Lacan. The course has three modules. In the opening module, students will critically examine Freud's ideas on parapraxis (slips), the interpretation of dreams, the meaning of symptoms, and the nature of human sexuality. Module 2 examines Freud's ideas on the society, and discontents bedevilling the human condition and living with others, critically comparing his ideas with that of other philosophers. In module 3, we turn to Lacan's 'return to the meaning of Freud', looking at his ideas on the role of language in shaping the psyche, the nature and function of law, the differences between the sexes, and the nature of psychoanalytic interpretation.

**ASSESSMENT**

On campus:

Two essays of 2000 words each 50%

Off campus:

Two essays of 2000 words each 50%

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## ASP226 – LANGUAGE AND REALITY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Duke*

*Incompatible with: ASP326*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

What is meaning? How does language "hook onto" the world? What is the connection between language and truth? Can we ever really know what someone else's

words mean? In addressing these questions this unit will explore some influential theories about language developed in twentieth century analytic philosophy, paying particular attention to theories of reference and meaning. Focusing on key figures such as Frege, Russell, Wittgenstein, Quine, Heidegger, Gadamer and Habermas this unit will critically examine philosophy's contribution to the understanding of language and communication.

#### ASSESSMENT

On campus: two essays of 2000 words each 40% each, tutorial program 20%. Off campus: two essays 2000 words each 40% each, online program 20%.

## ASP227 – PHILOSOPHIES OF RELIGION: WESTERN, ASIAN, AND CONTEMPORARY INQUIRIES

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Stokes*  
*Incompatible with: ASP206/306, ASP327*

*Note: Please refer to the most current computer specifications.*

#### CONTENT

This unit undertakes a critical examination of the reasoning behind theologies and philosophical arguments in the major religions, Western and Asian. The issues range from the existence of God to the theodicy, evil, worldviews. Traditional onto-theological claims are tested against critiques from feminism, secularism, science, new atheism, and post colonialism.

#### ASSESSMENT

Two essays of 2000 words each, each worth 50%.

## ASP228 – PHILOSOPHY, ART, FILM

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Sharpe*  
*Incompatible with: ASP225, ASP325*  
*Incompatible with: ASP328*

#### CONTENT

This unit consists of three modules. The first explores the philosophy of art and its object across a range of issues: the nature of art; the aim and purpose of art; the nature of beauty; art and the emotions; art and politics; art and the unconscious. The second module explores issues raised by cinema, but some of which will also be relevant to other contemporary discussions of aesthetics. These include authorship; narrative; emotional involvement and the place of the viewer; identification; and genre. The notion of life after death is also explored. The third module addresses issues of performance: what the work of art is; authenticity and faithfulness; and reception.

#### ASSESSMENT

Essay 1, 40%, 2000 words  
 Essay 2, 40%, 2000 words  
 Online program, 20%

## ASP229 – LOVE, SEX AND DEATH

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: S Van Hooff*  
*Incompatible with: ASP225, ASP325*  
*Incompatible with: ASP329*

#### CONTENT

This unit consists of three modules. The first is a philosophical exploration of the concept of love in its various forms: romantic love, family love, friendship, and divine love. The second module explores sexuality, its place in a well-lived life, and the moral concepts that have grown up around it. Related social issues such as pornography and homosexuality are also discussed. The third module explores death as an existential issue for the living of life, medical definitions of death and ethical issues related to killing such as abortion and euthanasia. The notion of life after death is also explored.

#### ASSESSMENT

Essay 1, 33%, 1500 words  
 Essay 2, 33%, 1500 words  
 Essay 3, 34%, 1500 words

## ASP307 – PHILOSOPHY AND THE MEANING OF LIFE

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Van Hooft*  
*Incompatible with: ASP105, ASP213/313, ASP215/315*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will explore the very beginnings of the Western philosophical tradition in the work of Socrates as described by Plato in about 400BCE. Plato raises issues about the nature of ultimate reality and its importance for our moral and social lives. He describes how Socrates was put to death for teaching philosophical ideas that challenged the authority of tradition. For his part, Nietzsche, in the late 19th century, challenged the hegemony of the philosophical tradition that Plato inaugurated and asked us to accept the stresses of human life without recourse to metaphysical consolations.

### ASSESSMENT

On campus: Two essays 2000 words each 40% each, Tutorial program 20%  
 Off campus: Two essays 2000 words each 40% each, Online program 20%

## ASP308 – INTRODUCTION TO LOGICAL REASONING

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Duke*  
*Incompatible with: ASP208*  
*Contact hours: 1.5 hours seminar per week*

### CONTENT

The capacity to evaluate and construct arguments is an invaluable skill across all disciplines, including philosophy, politics, science, law, business and media. This unit provides an introduction to the principles of critical thinking and reasoning. Students will learn a range of critical and creative thinking techniques including how to construct sound arguments and detect common reasoning errors. Critical reasoning skills will be taught with a focus upon practical applications and a view to the benefits that these skills have beyond the

university as well as in academic contexts. This unit will therefore be of interest to students of philosophy as well as to students from all disciplinary areas.

### ASSESSMENT

Tutorial exercises – 25% – ongoing assessment tasks equivalent to 1000 words.

On campus:  
 Joint classroom project 1 – 12.5% 500 words  
 Joint classroom project 2 – 12.5% 500 words

Off campus:  
 Collaborative online project 1 – 12.5% 500 words  
 Collaborative online project 2 – 12.5% 500 words

Two hour end of trimester examination 50%

## ASP314 – POLITICAL PHILOSOPHY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: D Kirsner*  
*Prerequisite: One other Philosophy unit*  
*Incompatible with: ASP214, ASP319, ASP320*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will take a historical view of the development of political philosophy by surveying the views of Plato, Aristotle, Machiavelli, Hobbs, Locke, Hegel, Marx, Mill, Rawls and others. It will also highlight such themes as the rule of law, the legitimacy of power, democratic theory, social justice, feminist critiques of some traditional views, critiques of liberalism, republicanism, the nature of the state and civil society.

### ASSESSMENT

On campus:  
 Two essays 2000 words each 50%.

Off campus:  
 Two essays 2000 words each 50%.

## ASP315 – MORALS AND MODERNITY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Sharpe*  
*Prerequisite: One other Philosophy unit.*  
*Incompatible with: ASP213/313, ASP215*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to the study of ethics and to some of the major debates that engage moral theory today. Such a reflection begins with the work of Aristotle who highlighted the importance of virtue in our ethical lives, and moves on to the theory of Natural Law which bases moral norms on human nature backed by divine command. We then study Hume, who stresses the moral sentiments as a basis for our norms, and Kant who based the notion of duty and the dignity of humankind on pure reason.

### ASSESSMENT

On campus: Two essays of 2000 words each 40% each, tutorial program 20%. Off campus: Two essays 2000 words each 40% each, online program 20%.

## ASP316 – ETHICS IN GLOBAL SOCIETY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: TBA*  
*Prerequisite: One other Philosophy unit*  
*Incompatible with: ASP216*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a unit in applied ethics which looks at global problems and investigates the moral obligations of states and of individuals in relation to them. Such problems include human rights, the rights of peoples to self-determination, nationalism and cosmopolitanism, global poverty, peace and war, terrorism, the role of women, and the global environment.

### ASSESSMENT

On campus: Two essays of 1500 words each 40% each, tutorial program 20%. Off campus: Two essays 1500 words each 40% each, online program 20%.

## ASP324 – FREUD AND PHILOSOPHY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: T Reid*  
*Prerequisite: One other Philosophy unit*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This course introduces the key psychoanalytic ideas of Sigmund Freud on the individual psyche and society, and the way these ideas were developed in the later thought of Jacques Lacan. The course has three modules. In the opening module, students will critically examine Freud's ideas on parapraxis (slips), the interpretation of dreams, the meaning of symptoms, and the nature of human sexuality. Module 2 examines Freud's ideas on the society, and discontents bedevilling the human condition and living with others, critically comparing his ideas with that of other philosophers. In module 3, we turn to Lacan's 'return to the meaning of Freud', looking at his ideas on the role of language in shaping the psyche, the nature and function of law, the differences between the sexes, and the nature of psychoanalytic interpretation.

### ASSESSMENT

On campus:  
Two essays of 2000 words each 50%

Off campus:  
Two essays of 2000 words each 50%

## ASP326 – LANGUAGE AND REALITY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Duke*  
*Incompatible with: ASP226*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

What is meaning? How does language “hook onto” the world? What is the connection between language and truth? Can we ever really know what someone else’s words mean? In addressing these questions this unit will explore some influential theories about language developed in twentieth century analytic philosophy, paying particular attention to theories of reference and meaning. Focusing on key figures such as Frege, Russell, Wittgenstein, Quine, Heidegger, Gadamer and Habermas this unit will critically examine philosophy’s contribution to the understanding of language and communication.

### ASSESSMENT

On campus: two essays of 2000 words each 40% each, tutorial program 20%  
Off campus: two essays 2000 words each 40% each, online program 20%

## ASP327 – PHILOSOPHIES OF RELIGION: WESTERN, ASIAN, AND CONTEMPORARY INQUIRIES

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: P Stokes  
Prerequisite: One other unit of Philosophy  
Incompatible with: ASP206/306, ASP227*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit undertakes a critical examination of the reasoning behind theologies and philosophical arguments in the major religions, Western and Asian. The issues range from the existence of God to the theodicy, evil, worldviews. Traditional onto-theological claims are tested against critiques from feminism, secularism, science, new atheism, and post colonialism.

### ASSESSMENT

Two essays of 2000 words each, each worth 50%.

## ASP328 – PHILOSOPHY, ART, FILM

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: M Sharpe  
Incompatible with: ASP225, ASP325  
Incompatible with: ASP228*

### CONTENT

This unit consists of three modules. The first explores the philosophy of art and its object across a range of issues: the nature of art; the aim and purpose of art; the nature of beauty; art and the emotions; art and politics; art and the unconscious. The second module explores issues raised by cinema, but some of which will also be relevant to other contemporary discussions of aesthetics. These include authorship; narrative; emotional involvement and the place of the viewer; identification; and genre. The notion of life after death is also explored. The third module addresses issues of performance: what the work of art is; authenticity and faithfulness; and reception.

### ASSESSMENT

Essay 1, 40%, 2000 words  
Essay 2, 40%, 2000 words  
Online program, 20%

## ASP329 – LOVE, SEX AND DEATH

*Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: S Van Hooft  
Incompatible with: ASP225, ASP325  
Incompatible with: ASP229*

### CONTENT

This unit consists of three modules. The first is a philosophical exploration of the concept of love in its various forms: romantic love, family love, friendship, and divine love. The second module explores sexuality, its place in a well-lived life, and the moral concepts that have grown up around it. Related social issues such as pornography and homosexuality are also discussed. The third module explores death as an existential issue for the living of life, medical definitions of death and ethical issues related to killing such as abortion and euthanasia. The notion of life after death is also explored.



**ASSESSMENT**

Essay 1, 33%, 1500 words  
 Essay 2, 33%, 1500 words  
 Essay 3, 34%, 1500 words

**ASP492 – REASON AND EXPERIENCE**

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* R Grigg

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Supervised Reading  
 Content to be linked to the specified area of interest.  
 Program of reading to be determined during meetings between candidates and their supervisors.

**ASSESSMENT**

One essay 5000 words 100%.

**ASP494 – GREAT IDEAS IN PHILOSOPHY**

*Offered at:* (B, G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* M Sharpe

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Supervised Reading  
 Content to be linked to the specified area of interest.  
 Program of reading to be determined during meetings between candidates and their supervisor.

**ASSESSMENT**

One essay 5000 words 100%.

**ASP495 – HONOURS THESIS A**

*Offered at:* (B, G, X)  
*Credit point(s):* 2  
*Offerings:* Trimester 1 or Trimester 2

*EFTSL value:* 0.250  
*Unit chair:* M Sharpe

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis component is designed to enable students to undertake an in-depth study of a topic in philosophy that is of particular interest to them. The specific topic will be negotiated with a member of the area who has the relevant expertise.

**ASSESSMENT**

Thesis of 14,000 – 16,000 words 100%

**ASP496 – HONOURS THESIS B**

*Offered at:* (B, G, X)  
*Credit point(s):* 2  
*Offerings:* Trimester 1 or Trimester 2

*EFTSL value:* 0.250  
*Unit chair:* M Sharpe

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis component is designed to enable students to undertake an in-depth study of a topic in philosophy that is of particular interest to them. The specific topic will be negotiated with a member of the area who has the relevant expertise.

**ASSESSMENT**

Thesis of 15,000–20,000 words 100%

## ASP701 – TECHNIQUES OF PSYCHOANALYSIS

*Offering information: Offered in alternate years 2012, 2014*

*Offered at: (X)  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R Grigg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- psychoanalytic approaches to technical issues in psychoanalysis including the place of the transference
- the position of the psychoanalyst
- the aims of treatment

### ASSESSMENT

Two 2500 word assignments 50% each

## ASP762 – SEXUAL IDENTITY FROM FREUD TO LACAN

*Offering information: Offered in alternate years: 2013, 2015.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*Unit chair: R Grigg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is an introduction to the work of Jacques Lacan. It will focus on Lacan's return to Freud by examining the relationship between sexual identity and psychopathology. Particular attention will be paid to discussions of female sexuality and hysteria.

### ASSESSMENT

Two essays 2500 words 50% each

## ASP763 – FREUD AND PHILOSOPHY

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Boucher*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit addresses some of the larger philosophical and theoretical issues that have arisen in psychoanalysis. The unit is organised into four modules: psychoanalysis and analytic philosophy, psychoanalysis and classical thought, psychoanalysis and religion, and psychoanalysis and science.

### ASSESSMENT

Two essays 2500 words each (2x50%) 100%

## ASP764 – PSYCHOANALYSIS, CULTURE AND ART

*Offering information: Offered in alternate years: 2013, 2015.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*Unit chair: G Boucher*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

From its inception, psychoanalysis has been centrally interested in cultural activities, and in analysing the provenance and function of cultural products. At the same time, psychoanalysis has also proved to be a major influence on culture – from the Surrealists to Jerry Springer. This unit aims to give students a general background to the uses and significance of culture for psychoanalysis; introduce students to a range of key psychoanalytic texts and concepts on these issues; introduce students to a range of cultural texts that have proved central in the development of psychoanalysis; enable students to assess and critically apply psychoanalytic concepts to cultural products.

### ASSESSMENT

Two essays 2500 words each 50% each

## ASP765 – PSYCHOANALYSIS, GROUPS AND ORGANISATIONS

*Offering information: Offered in alternate years 2012, 2014*

*Offered at: (X)  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Kirsner*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is an introduction to the psychoanalytic study of groups and organisations. It examines the contributions to this issue by Freud, Elliott Jaques, Bion and other members of the Tavistock Institute. The unit looks at how we are to understand groups. Do they have intrinsic features? Do they have special structures? Or is it impossible to generalise about groups? Does psychoanalysis have a role in the explanation of groups? Can we learn about organisational dynamics by studying group dynamics?

### ASSESSMENT

Two essays 2500 words each (2x50%) 100%

## ASP766 – INTRODUCTION TO LACAN

*Offering information: Offered in alternate years: 2013, 2015.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*Unit chair: M Sharpe*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the challenging theoretical work of French psychoanalyst Jacques Lacan, which has been influential across a range of disciplines. The unit looks first at the theoretical antecedents of Lacan's return to the meaning of Freud, and then at Lacan's vital Seminar III, The Psychoses. Students will develop working understandings of some of Lacan's key terms, including the imaginary, the symbolic, the master signifier, the Other and the real.

### ASSESSMENT

Two essays 2500 words each 50% each.

## ASP767 – OBJECT RELATIONS THEORY

*Offering information: Offered in alternate years: 2013, 2015.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*Unit chair: R Grigg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the work of Melanie Klein and its extensions into such areas as groups, culture and politics. Issues covered include child analysis, preoedipal relations, unconscious fantasy, unconscious forces in culture, politics and ideology, the death drive, anxiety and the role of emotions in behaviour.

### ASSESSMENT

Two essays 2500 words each (2x50%) 100%

## ASP768 – INTRODUCTION TO PSYCHOANALYSIS

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Kirsner*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to major issues in psychoanalysis through the examination of Freud's writings. The following topics will be covered:

- formations of the unconscious: dreams, jokes and parapraxes;
- metapsychology: repression, the unconscious and other fundamental concepts of psychoanalysis;
- psychopathology: neuroses and psychoses;
- psychoanalysis as a practice;
- social and cultural developments of psychoanalysis.

### ASSESSMENT

Two essays 2500 words each 50% each.

## ASP769 – PSYCHOANALYSIS AND SCIENCE

*Offering information: Offered in alternate years 2012, 2014*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Boucher*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit investigates the connections between contemporary neuroscience and psychoanalytic theory. It explores the different areas of neuroscientific research (emotions, perception, language and so forth) against the background of an understanding of the nature and limits of the scientific ambitions of Freudian psychoanalysis. It then looks at recent efforts to combine psychoanalysis and neuroscience.

### ASSESSMENT

Two essays 2500 words each 50% each.

## ASP775 – PSYCHOANALYSIS: HISTORY AND INSTITUTIONS

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: T Reid*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed include:

- Freud and the founding of the psychoanalytic movement;
- The founding and development of the International Psychoanalytic Association;
- Dissent from Freud (Adler, Jung and Ferenczi);
- The Kleinian development;
- British Object Relations;
- The Lancanian development; and
- US developments (including ego psychology, self psychology and relational psychoanalysis).

### ASSESSMENT

Two essays 2500 words each 50% each

## ASP776 – CLINICAL ISSUES IN PSYCHOANALYSIS

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R Grigg*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include the following issues in psychopathology:

- hysteria and obsessional neurosis
- psychosis
- 'borderline' and narcissistic personality disorders

### ASSESSMENT

Two essays 2500 words each 50% each.

## ASS101 – ANTHROPOLOGY 1A: CULTURE AND IMAGINATION

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: T King*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Anthropology asks the ultimate question for human beings: what does it mean to be human? Because of this, anthropology is the science that must understand both the physical and the metaphysical dimensions of human existence: how we both create and relate to our environment. The subject commences with an examination of the foundational issues for anthropologists including the nature of human culture, the nature of humans as an evolved species, and the critical importance of human rationality and belief. Examples of human societies and cultures are drawn

from Africa, Asia, Europe, the Americas, Australia and the Pacific.

#### ASSESSMENT

Tutorial participation (on campus) or DSO discussion (off campus) (10%) Online quiz (10%) Short essay 500 words (20%) Essay 1,500 words (30%) Closed book exam (30%)

## ASS102 – ANTHROPOLOGY 1B: CULTURE AND COMMUNICATION

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Sutcliffe

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

ASS102 continues the introduction to Anthropology commenced by ASS101, but can be taken first by mid-year commencing students. The subject examines other foundational issues for anthropologists including the relationship between violence and conflict and the human social order and the complexity of human communication in such diverse areas of human practice as symbolic communication, belief systems and myth and ritual. Examples of human societies and cultures are drawn from Africa, Asia, Europe, the Americas, Australia and the Pacific.

#### ASSESSMENT

Tutorial participation (on campus) or DSO discussion (off campus) (10%) Online quiz (10%) Short essay 500 words (20%) Essay 1,500 words (30%) Closed book exam (30%)

## ASS205 – ANTHROPOLOGY OF POVERTY AND DEVELOPMENT

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* R Kapferer  
*Incompatible with:* ASS305

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

According to the World Health Organisation, poverty is the most powerful and dangerous disease in the world today. Its presence cannot be dissociated from global epidemics such as HIV/AIDS or from violence including ethnic and racial as well as gender violence. The alleviation of poverty remains the key problem for global action and human development. In this unit, students learn about how anthropologists analyse poverty and apply their knowledge to remedial action in the global environment.

Topics include the culture of poverty, the history of the concept of poverty, the causes of poverty and also its effects. Students learn how anthropologists engage with global organisations such as the WHO, the UN and other non-government organisations committed to development and the eradication of poverty. The global development industry is examined critically as an aspect of contemporary capitalism and world trade that has generated certain discourses such as relative deprivation, sustainable development and the Human Development Index in its attempts to understand poverty as a global phenomenon consisting of local and varied instances.

#### ASSESSMENT

Tutorial participation (on campus) OR DSO discussion boards (off campus) (15%) Group Project (25%) Online quizzes (20%) Essay (40%)

## ASS206 – MEDICAL ANTHROPOLOGY

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Bastin  
*Incompatible with:* ASS306

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The study of human knowledge systems in the area of health and illness lies at the heart of anthropology as a whole. Medical anthropology is thus central to the discipline and is also a major point of articulation between anthropology and other sciences. In this unit, students will learn the key concepts and approaches in medical anthropology through both the study of non-western medical knowledge systems as well as

the study of western medicine, or biomedicine, as a distinctive cultural system. Through detailed case studies of different medical phenomena and how humans act in relation to these phenomena, students will examine health and healing from a cross-cultural perspective. Fundamental concepts such as the division between mind and body, the idea of disease pathology, plural medical systems and culture-bound syndromes will be examined. Special emphasis is given to studying developing or third world contexts where disparities in wealth and resources impact upon health.

#### ASSESSMENT

Tutorial participation (on campus) OR on-line discussions (off campus) (15%) Group exercise (25%) On-line quizzes (20%) Essay (40%)

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## ASS228 – AUSTRALIAN PEOPLE: ANTHROPOLOGICAL INSIGHTS

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Kapferer*  
*Incompatible with: ASS328*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores key areas of recent anthropological literature in order to provide insights into several significant dimensions of Australian social life, drawing on examples from Indigenous and non-Indigenous contexts, as well as their interaction. With an explicitly cross-cultural focus, students utilise what they learn about other cultures in order to achieve a deeper, more reflexive comprehension of their experience within Australian society. Topics explored are: family and kinship; race, ethnicity and violence; cosmology and the rituals and meanings that attach to birth and death. A methodological theme runs throughout the unit, including some short team-based field exercises that enable students to gain an understanding of how anthropological research is conducted.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussions and submission (off campus) (20%) Journal (20%) Online quiz (20%) Essay (40%)

## ASS229 – ANTHROPOLOGY OF CRIME AND VIOLENCE

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Bastin*  
*Incompatible with: ASS329*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Violence and crime, their forms and controls, are fundamental to human social existence and are central to theories regarding the nature of humanity, society and the state. The anthropology of crime and violence addresses these points from a comparative cross-cultural perspective. Emphasis is given to the situational nature of violence and human conflict with case studies of warfare, state-based violence, sexual violence, genocide and ethnic conflict.

A key proposition in this subject is that attempts to define human violence as an aspect of a transcendental human nature – an element of humanity as a whole – tend to conflate specific instances with laboratory-like definitions. Instead, the unique social, cultural and historical situations must be grasped in all their complexity before we can generalise about the nature of human types. In the same way, the issue of what constitutes crime in a cross-cultural framework must commence with a broad grasp of the social and cultural context.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussion board participation (off campus)(20%) Short writing exercise (20%) Online quizzes (20%) Essay (40%)

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## ASS233 – MYTH AND RITUAL

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Sutcliffe*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This course is an introduction to the anthropological study of religion. It surveys the anthropology of religion with an emphasis on the comparative study of cosmology, myth and ritual/ceremonial systems, while also relating these to their socio-cultural milieux.

The course will focus predominantly (though not exclusively) on various forms of ritual and modes of symbolic communication (language, myth, symbolic action), religious specialists (e.g. the shaman, the singer of tales), embodiment, cosmology and mythopoeic imagination, and the theme of religion and socio-cultural transformation in the context of globalization. These topics will be explored through a range of theoretical orientations including hermeneutics, phenomenology, symbolic anthropology, structuralism and post-structuralism, but always with an emphasis on examples drawn from concrete socio-cultural life-worlds in order to attune students to the plethoric diversity of human experiences of world-making. Students will also be encouraged to reflect on the issue of the place(s) of religion in the transformative socio-cultural formations of the contemporary world.

This unit should be of interest to all students with an interest in the comparative study of myth and religion, as well as students interested in contemporary debates about religion and civil society in the global context.

**ASSESSMENT**

Tutorial participation and presentation (on campus) or DSO discussion participation (20%) Short essay (20%) Online quizzes (20%) Essay (40%)

**ASS234 – 10 BILLION PEOPLE: ENVIRONMENTAL ANTHROPOLOGY**

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* T King

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

The unit explores the intersections that occur between philosophy, public policy and the 'natural environment' in different cultural settings. Beginning with an historical account of the development of philosophical attitudes towards the 'natural environment', the course proceeds to consider shifts in cultural and utilitarian relationships to the environment, and concludes with a discussion of contemporary issues in natural resource

management and environmental policy. While an important focus is on current trends in environmental philosophies and policies, close attention is given to the lived experiences of those involved in environmental issues, including indigenous groups, primary producers (farmers, fishers), scientists, natural resource managers and policy makers. This unit thus offers a philosophically informed, yet practically grounded perspective for those studying environmental management, those interested in broad, philosophical debates about the environment, as well as those with a general interest in environmental issues. Practical examples will be drawn from different parts of the world.

**ASSESSMENT**

Tutorial participation and presentation (on campus) or DSO discussions and submission (off campus) (20%) Journal (20%) Online quiz (20%) Essay (40%)

**ASS305 – ANTHROPOLOGY OF POVERTY AND DEVELOPMENT**

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* R Kapferer  
*Incompatible with:* ASS205

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

According to the World Health Organisation, poverty is the most powerful and dangerous disease in the world today. Its presence cannot be dissociated from global epidemics such as HIV/AIDS or from violence including ethnic and racial as well as gender violence. The alleviation of poverty remains the key problem for global action and human development. In this unit, students learn about how anthropologists analyse poverty and apply their knowledge to remedial action in the global environment.

Topics include the culture of poverty, the history of the concept of poverty, the causes of poverty and also its effects. Students learn how anthropologists engage with global organisations such as the WHO, the UN and other non-government organisations committed to development and the eradication of poverty. The global development industry is examined critically as an aspect of contemporary capitalism and world trade that has generated certain discourses such as relative deprivation, sustainable development and the Human Development Index in its attempts to understand

poverty as a global phenomenon consisting of local and varied instances.

#### ASSESSMENT

Tutorial participation (on campus) OR DSO discussion boards (off campus) (15%) Group Project (25%) Online quizzes (20%) Essay (40%)

## ASS306 – MEDICAL ANTHROPOLOGY

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Bastin  
*Incompatible with:* ASS206

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The study of human knowledge systems in the area of health and illness lies at the heart of anthropology as a whole. Medical anthropology is thus central to the discipline and is also a major point of articulation between anthropology and other sciences. In this unit, students will learn the key concepts and approaches in medical anthropology through both the study of non-western medical knowledge systems as well as the study of western medicine, or biomedicine, as a distinctive cultural system. Through detailed case studies of different medical phenomena and how humans act in relation to these phenomena, students will examine health and healing from a cross-cultural perspective. Fundamental concepts such as the division between mind and body, the idea of disease pathology, plural medical systems and culture-bound syndromes will be examined. Special emphasis is given to studying developing or third world contexts where disparities in wealth and resources impact upon health.

#### ASSESSMENT

Tutorial participation (on campus) OR on-line discussions (off campus) (15%) Group exercise (25%) On-line quizzes (20%) Essay (40%)

## ASS328 – AUSTRALIAN PEOPLE: ANTHROPOLOGICAL INSIGHTS

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Kapferer  
*Incompatible with:* ASS228

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores key areas of recent anthropological literature in order to provide insights into several significant dimensions of Australian social life, drawing on examples from Indigenous and non-Indigenous contexts, as well as their interaction. With an explicitly cross-cultural focus, students utilise what they learn about other cultures in order to achieve a deeper, more reflexive comprehension of their experience within Australian society. Topics explored are: family and kinship; race, ethnicity and violence; cosmology and the rituals and meanings that attach to birth and death. A methodological theme runs throughout the unit, including some short team-based field exercises that enable students to gain an understanding of how anthropological research is conducted.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussions and submission (off campus) (20%) Journal (20%) Online quiz (20%) Essay (40%)

## ASS329 – ANTHROPOLOGY OF CRIME AND VIOLENCE

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* R Bastin  
*Incompatible with:* ASS229

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Violence and crime, their forms and controls, are fundamental to human social existence and are central to theories regarding the nature of humanity, society and the state. The anthropology of crime and violence



addresses these points from a comparative cross-cultural perspective. Emphasis is given to the situational nature of violence and human conflict with case studies of warfare, state-based violence, sexual violence, genocide and ethnic conflict.

A key proposition in this subject is that attempts to define human violence as an aspect of a transcendental human nature -- an element of humanity as a whole -- tend to conflate specific instances with laboratory-like definitions. Instead, the unique social, cultural and historical situations must be grasped in all their complexity before we can generalise about the nature of human types. In the same way, the issue of what constitutes crime in a cross-cultural framework must commence with a broad grasp of the social and cultural context.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussion board participation (off campus)(20%) Short writing exercise (20%) Online quizzes (20%) Essay (40%)

### ASS333 – MYTH AND RITUAL

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Sutcliffe*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This course is an introduction to the anthropological study of religion. It surveys the anthropology of religion with an emphasis on the comparative study of cosmology, myth and ritual/ceremonial systems, while also relating these to their socio-cultural milieux.

The course will focus predominantly (though not exclusively) on various forms of ritual and modes of symbolic communication (language, myth, symbolic action), religious specialists (e.g. the shaman, the singer of tales), embodiment, cosmology and mythopoeic imagination, and the theme of religion and socio-cultural transformation in the context of globalization. These topics will be explored through a range of theoretical orientations including hermeneutics, phenomenology, symbolic anthropology, structuralism and post-structuralism, but always with an emphasis on examples drawn from concrete socio-cultural life-worlds in order to attune students to the plethoric diversity of human experiences of world-making. Students will also be encouraged to reflect on the issue

of the place(s) of religion in the transformative socio-cultural formations of the contemporary world.

This unit should be of interest to all students with an interest in the comparative study of myth and religion, as well as students interested in contemporary debates about religion and civil society in the global context.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussion participation (20%) Short essay (20%) Online quizzes (20%) Essay (40%)

### ASS334 – 10 BILLION PEOPLE: ENVIRONMENTAL ANTHROPOLOGY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: T King*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit explores the intersections that occur between philosophy, public policy and the 'natural environment' in different cultural settings. Beginning with an historical account of the development of philosophical attitudes towards the 'natural environment', the course proceeds to consider shifts in cultural and utilitarian relationships to the environment, and concludes with a discussion of contemporary issues in natural resource management and environmental policy. While an important focus is on current trends in environmental philosophies and policies, close attention is given to the lived experiences of those involved in environmental issues, including indigenous groups, primary producers (farmers, fishers), scientists, natural resource managers and policy makers. This unit thus offers a philosophically informed, yet practically grounded perspective for those studying environmental management, those interested in broad, philosophical debates about the environment, as well as those with a general interest in environmental issues. Practical examples will be drawn from different parts of the world.

#### ASSESSMENT

Tutorial participation and presentation (on campus) or DSO discussions and submission (off campus) (20%) Journal (20%) Online quiz (20%) Essay (40%)

## ASS491 – THEORY TOPIC

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously: Previously, Anthropological Theory*  
*Unit chair: R Kapferer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students select material from the Reading List created in consultation with the Unit Chair in order to examine a major theoretical issue in anthropology that pertains to the research thesis topic they are developing.

### ASSESSMENT

Seminar presentation using online media 20%, Essay 4000 words 80%

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## ASS493 – ISSUES IN APPLIED ANTHROPOLOGY

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Kapferer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

For this unit students select material from the Reading list provided on anthropological consultancy and development.

### ASSESSMENT

One essay 4000 words 100%.

## ASS494 – LITERATURE SEARCH

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Kapferer*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Using various electronic and other databases, citation indices, etc, students produce a complete annotated bibliography on their Honours research project classified by topic areas and cross-referenced. The unit is designed to enhance students' independent research skills.

### ASSESSMENT

One annotated bibliography of approximately 4000 words 100%.

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## ASS495 – ANTHROPOLOGY HONOURS THESIS A

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: T King*  
*Incompatible with: ASS497*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of anthropological research, either purely library-based or a combination of library and fieldwork, that results in a thesis. The thesis needs to demonstrate independent thought, the ability to analyse material, the use of theoretical frameworks to interpret findings, and, where necessary, attention to the ethics of social research.

### ASSESSMENT

Thesis 15,000-16,000 words in length to be submitted upon completion of both ASS495 and ASS496 100%.

## ASS496 – ANTHROPOLOGY HONOURS THESIS B

Offered at: (G, X)  
Credit point(s): 2  
Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.250  
Unit chair: T King  
Incompatible with: ASS497

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit consists of anthropological research, either purely library-based or a combination of library and fieldwork, that results in a thesis. The thesis needs to demonstrate independent thought, the ability to analyse material, the use of theoretical frameworks to interpret findings, and, where necessary, attention to the ethics of social research.

### ASSESSMENT

Thesis 15,000-16,000 words in length to be submitted upon completion of both ASS495 and ASS496 100%.

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## ASS497 – ANTHROPOLOGY HONOURS THESIS C

Offered at: (G, X)  
Credit point(s): 4  
Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.500  
Unit chair: T King  
Incompatible with: ASS495, ASS496

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit consists of anthropological research, either purely library-based or a combination of library and fieldwork, that results in a thesis. The thesis needs to demonstrate independent thought, the ability to analyse material, the use of theoretical frameworks to interpret findings, and, where necessary, attention to the ethics of social research.

### ASSESSMENT

Thesis of between 15,000 and 16,000 words 100%.

## ASS705 – ANTHROPOLOGY OF POVERTY AND DEVELOPMENT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: R Kapferer

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit addresses the subject of poverty in the contemporary world, and introduces students to anthropological perspectives on the cross-cultural and local dimensions of this complex social and economic issue. According to the World Health Organization poverty can be understood as the most powerful and dangerous disease in the world today. Its presence cannot be dissociated from global epidemics such as HIV/AIDS or from violence including ethnic and racial as well as gender violence. The alleviation of poverty remains the key problem for global action and human development.

In this unit, students learn about the ways in which anthropologists analyse poverty and how they apply this knowledge critically towards effective remedial action in the global environment. In particular, the unit emphasizes the distinctive approaches that anthropologists bring to this field of study, and how these perspectives both complement and diverge from other approaches (e.g., development studies, aid intervention, activism).

Topics include the culture of poverty, the history of the concept of poverty, the causes of poverty and also its effects. Students will explore how anthropologists engage with global organisations such as the WHO, the UN and other non-government organisations committed to development and the eradication of poverty. The global development industry is examined critically as an aspect of contemporary capitalism and world trade that has generated certain discourses such as relative deprivation, sustainable development and the Human Development Index in its attempts to understand poverty as a global phenomenon consisting of local and varied instances.

### ASSESSMENT

Short Essay (40%) Research Essay (60%)

## ASS706 – MEDICAL ANTHROPOLOGY

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: R Bastin

Note: Online teaching methods require internet access. Please refer to the most <current computer specifications.

### CONTENT

The study of human knowledge systems in the area of health and illness lies at the heart of anthropology as a whole. Anthropologists seek a holistic understanding of what constitutes health and illness in various societies, belief about the workings and causes of disease, approaches to remedies and cures, understandings of the body, the role of economic, political, spiritual and other social factors in relation to the health of individuals and societies. Appreciating the diversity of approaches to health and illness is key to the role of medical anthropologists and this branch of the discipline forms a major point of articulation between anthropology and other sciences.

In this unit, students will learn and critique key concepts and approaches in medical anthropology, as well as anthropological debates in the field, through both the study of non-western medical knowledge systems as well as the study of western medicine, or biomedicine, as a distinctive cultural system. Through detailed case studies of different medical phenomena and how humans act in relation to these phenomena, students will examine health and healing from a cross-cultural perspective. Fundamental concepts such as the division between mind and body, the idea of disease pathology, plural medical systems and culture-bound syndromes will be examined. Special emphasis is given to studying developing or third world contexts where disparities in wealth and resources impact upon health.

### ASSESSMENT

Short Essay (40%), Research Essay (60%)

## EAD101 – LEARNING FOR A KNOWLEDGE SOCIETY

Offered at: (W, G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: K Charman  
Campus contact: E Charlton (W)  
Prerequisite: Must be enrolled in A200, A200T course.

Incompatible with: ASC160  
Contact hours: 3 hours per week

### CONTENT

This unit focuses on the knowledge and skills needed to be a successful university student. It aims to promote your development as a learner and as a member of the wider university community. You will begin the process of becoming a self-directed learner, and be introduced to university from the perspective of different disciplines or subject areas. This unit will help you find your place at university and ease your transition into tertiary study. You will improve your ability to communicate in written and oral forms.

### ASSESSMENT

Report on University/TAFE services/resources 15%  
Annotated Bibliography 15%  
Essay plan 10%  
Essay 35% (1500 words)  
In class test 25%

## EAD102 – E-LITERACY FOR CONTEMPORARY LEARNING

Offered at: (W, G)  
Offerings: Trimester 1  
Credit point(s): 1

EFTSL value: 0.125  
Unit chair: J Rowlands  
Campus contact: Deakin Learning Centres TBA  
Prerequisite: Students must be enrolled in A200 or A200T course  
Contact hours: 3 hours per week

### CONTENT

This unit will help you develop the necessary e-Learning skills and knowledge to be successful at tertiary study. You will improve your Information Technology skill base, whatever your current level of proficiency is. You will be supported in developing as an online student, and you will see how e-Learning tools can help you in face-to-face study. You will learn about the role of technology in the university and in society more broadly. You will improve your ability to communicate in electronic and face-to-face settings using written and oral forms.

### ASSESSMENT

Web quest, 12.5%  
DSO post, 12.5%  
Online quiz, 12.5%  
Report, 12.5% (500 words)  
Skills demonstration, 12.5%  
Finding online resources, 12.5%  
Contributing to online resources, 12.5%  
Online teamwork, 12.5%

## EAD103 – INDEPENDENT STUDY

*Offered at: (W, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Charman*  
*Corequisite: Must be enrolled in course A200, A200T or first year of A300 course at Warrnambool Campus.*  
*Incompatible with: ASC160*  
*Contact hours: 5 hours per week (1 hour lecture, 2 hour film viewing, 2 hour tutorial)*

### CONTENT

The Independent Study unit requires you to investigate an academic area of study. Academic areas of study will include history, sociology, education, economics, marketing and advertising and ethics. This unit integrates academic skills and content through an investigation of cinema. You will be required to answer a question or questions through research, summary and presentation.

### ASSESSMENT

Annotated Bibliography, 30%  
 Class Presentation, 25%  
 Essay, (1800 words)45%

### PRESCRIBED TEXTS

The Unit Reader

## EAD104 – WORK AND THE SUSTAINABLE SOCIETY

*Offered at: (W, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: E Charlton*  
*Campus contact: Deakin Learning Centres TBA*  
*Prerequisite: Students must be enrolled in A200 or A200T course*  
*Contact hours: 6 hours per week*

### CONTENT

This unit will focus on labour force and work issues, and how these relate to sustainability. You will be asked to consider sustainability from a number of different perspectives, at a personal, organisational, community and global level. Your analysis of sustainability will be applied to regional case studies of workplaces. In considering sustainability and sustainable workplaces you will be presented with topics such as food, water, energy, transport and community. The integration of career planning in this unit will help you research, compare and contrast a range of career options.

### ASSESSMENT

Sustainability log (individual), 20%  
 Workplace sustainability investigation plan (group), 20%  
 Workplace sustainability investigation (group task, 3200 words per group), 40%  
 Career reflection (individual), 20%

## EAD105 – APPLIED COMMUNITY PROJECT

*Offered at: (W, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Charman*  
*Campus contact: J Rowlands*  
*Corequisite: Must be enrolled in course A200, A200T or first year of A300 course at Warrnambool Campus.*  
*Contact hours: 3 hours per week*

### CONTENT

In this unit you will gain an understanding of the individual, social and community importance of narratives. You will be introduced to critical perspectives on culture and traditions contained in narratives. You will learn to analyse a number of forms and respective content of narratives such as photographs, objects and museums. You will conduct archival research. You will apply this knowledge to a project in a community setting.

### ASSESSMENT

Photograph presentation and write up, 20%  
 Reflective piece on the museum, 20% (equivalent to 800 words)  
 Journal/Blog, 20% (equivalent to 800 words)  
 Exhibition, 40%

### PRESCRIBED TEXTS

The Unit Reader

## EAD201 – WORK PLACEMENT

*Offered at: (W, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: K Charman*  
*Prerequisite: EAD101, EAD102*

**CONTENT**

This two credit point unit is targeted at students wishing to use the Associate Degree as an exit qualification. Students will work for a minimum of 80 hours, either as a block or regular part-time placement. During their work placement students will investigate the nature of their host organisation's business and its management. Client relationships, OH&S and other governing legislation will also be studied.

**ASSESSMENT**

Report, 20%  
Report, 40%, 3200 words  
Report, 40%, 3200 words

This work is informed by a study of current state, national and international arts education initiatives. Throughout the unit, links are made between relevant theories of teaching and learning and their application in classroom teaching in both the Performing arts and the Visual arts. For example, students develop a sequence of arts lessons as part of their workshop activities, which may be implemented during Professional Experience placements.

**ASSESSMENT**

For performing arts education – written and practical work, 2000 words, 50%  
For visual arts education – written and practical work, 2000 words, 50%

**ECA209 – ARTS EDUCATION IN PRIMARY SCHOOLS**

*Offering information: This unit commences in 2013*

*Offered at: (B, G, W)  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Joseph  
Campus contact: D Joseph (B), J Grenfell (G, W)  
Corequisite: Students must be enrolled in course E359  
Incompatible with: ELE217, ECA551, ECA409  
Contact hours: 3 hours per week*

**CONTENT**

Subject to the availability of staff in particular discipline-based arts education areas on each campus, the unit will include the following discipline-based Performing arts and Visual arts curriculum areas for study:

- Music;
- Visual arts;
- Dance;
- Drama;
- Media arts.

This unit is designed to introduce students to the theory and practice of arts education, through the development of personal skills in arts practice and exploring responding to the arts and secondly, in the design and development of curricula materials in the Performing arts and the Visual arts. Throughout the unit students participate in studio workshop activities in all of the selected arts discipline in order to develop personal professional skills and in computer workshops that introduce them to the use of e technologies and digital media for creative expression and for developing e-learning teaching materials.

**ECA310 – DISCOVERING MUSIC A**

*Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Joseph  
Campus contact: D Joseph (B), F Phillips (G)  
Contact hours: 3 hours of workshops per week*

*Note: It is an expectation that students undertake at least 2 hours of self directed instrument practice per week.*

*The unit will only be offered if unit numbers meet the required university requirement.*

**CONTENT**

This unit is designed to introduce students to practical music making and music literacy skills. Students will develop and increase their knowledge and understanding of music theory and notation, aural perception skills as well as melodic and harmonic writing. Dependent on availability of staff, students will undertake a semester of practical skills in either keyboard or guitar. Students will also study percussion performance using both tuned and un-tuned instruments. Students will undertake a study of the elements of music and their organisation through a repertoire of non-Western music. Students at the Burwood campus will undertake a study of African music and culture, and those at Geelong will study Aboriginal music and culture.

**ASSESSMENT**

20% Theory  
30% Practical  
50% Project/assignment

## ECA311 – DISCOVERING MUSIC B

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: F Phillips*  
*Campus contact: D Joseph (B), F Phillips (G)*  
*Prerequisite: ECA310*  
*Contact hours: 3 hours of workshops per week*

*Note: It is an expectation that students undertake at least 2 hours of self directed instrument practice per week. Students to provide own instrument for practice.*

### CONTENT

This unit is designed to further develop students' practical skills in keyboard or guitar. Students will also continue their study of percussion performance using both tuned and un-tuned instruments. Music literacy skills will be further developed through a continuing study of music theory and notation, aural perception skills, melodic and harmonic writing and arranging for classroom instruments.

Students will also study the development of Western musical styles through an overview of music history and representative music literature from the early Christian period music to the end of the twentieth century.

### ASSESSMENT

20% Theory  
 30% Practical  
 50% Project/assignment

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## ECA409 – TEACHING THE ARTS IN PRIMARY SCHOOLS

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Joseph*  
*Campus contact: D Joseph (B), J Grenfell (G, W)*  
*Incompatible with: ELE217, ECA551*  
*Contact hours: 3 contact hours per week*

*Note: Based on availability of staff in the Performing Arts: Dance, Drama and Music may be offered in this unit.*

### CONTENT

This unit is designed to introduce students to arts education, through the development of personal skills in arts practice and responding to the Arts (aesthetics, criticism and contexts) and secondly, in the design and

development of curriculum implementation materials in the Performing Arts and the Visual Arts. This work is informed by a study of current arts education initiatives such as the Victorian Essential Learning Standards: The Arts (2005) and assessment strategies in current Victorian Curriculum and Assessment Authority (VCAA) and Department of Education documents. Throughout the unit, links are made between relevant theories of teaching and learning and their application in classroom teaching in both the Performing Arts and the Visual Arts. For example, students develop a sequence of arts lessons as part of their workshop activities, which they implement and evaluate during the school Professional Experience program where possible.

### ASSESSMENT

For Performing Arts education – written and practical work (totalling 50%).  
 For Visual Arts education – written and practical work (totalling 50%).

The presentation for this assignment may be in the form of a Visual Arts Diary or a web-based or PowerPoint presentation.

## ECA410 – PRIMARY ARTS EDUCATION: FOCUSED STUDY

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Grenfell*  
*Campus contact: E Hirsh (B), J Grenfell (G, W)*  
*Prerequisite: ELE217, ECA409*  
*Incompatible with: ELE325*  
*Contact hours: 3 hours per week*

*Note: Specialism choice is subject to quota system*

### CONTENT

Subject to availability of staff in particular discipline-based arts education areas, students will select one of the following discipline-based arts curriculum areas for study:

- music
- visual arts
- dance
- drama

Aside from studying curriculum and pedagogical issues, students will be encouraged to undertake teaching in the selected discipline-based arts education area during their school Professional Experience rounds. The unit will involve students in practical workshop sessions and the use of printed study guide materials.

**ASSESSMENT**

Assessment will vary according to the selected discipline-based arts curriculum area but will total 4000 words or equivalent. Assessment will focus on students' demonstration of knowledge and skills relating to the selected art form and to apply appropriate teaching methodologies to classroom teaching as well as curriculum design and development in the selected discipline-based art strand.

## ECA431 – ARTS EDUCATION DISCIPLINE STUDY 1

*Offering information: \*Off-campus mode for Music and Visual Arts only*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Hirsh*

*Campus contact: E Hirsh (B), J Grenfell (X)*

*Prerequisite: Prior to completing a major sequence in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments See note below for definition of Major and Sub-major sequences.*

*Contact hours: 3 hours per week for on-campus students*

*Note: To be read in conjunction with the prerequisite requirements.*

1. *Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*

2. *Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level.*

*Students select the relevant arts curriculum from the following specialisms: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline area. For advice contact unit chairs or course advisers.*

**CONTENT**

ECA431 – students should note that discipline specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood
- music – available on campus at Burwood and off-campus
- media – available on-campus at Burwood only
- visual arts – available on-campus at Burwood and off-campus

One arts discipline is to be selected from the following:

**Dance Education (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7-10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including VELS The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

**Drama Education (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7-10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama technologies. Students will be introduced to curriculum initiatives including VELS The Arts-Drama, through the



study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences

### **Media Education (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7-10 of compulsory education. Students will be expected to identify current media education/ curriculum initiatives including VELS The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

### **Music Curriculum Study (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7-10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including VELS The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

### **Visual Arts Curriculum Study (7–10 curriculum) (X)**

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7-10 of compulsory education. Students will articulate an understanding of the place of Visual Arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the Visual Arts. Students will also explore the use of ICT as an artistic medium .

By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach Visual Art in secondary schools. They will explore curriculum initiatives including VELS The Arts-Art. Study in this unit will assist students to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Techniques for including “making” and “responding” approaches in the classroom are explored. Here, students demonstrate an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics, criticism and art history within social and cultural contexts, through investigation

### **Visual Arts Curriculum Study (7–10 curriculum) (B)**

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7-10 of compulsory education. Students will examine arrange of curriculum initiatives including VELS The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in Visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students’ aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

### **ASSESSMENT**

Curriculum Development 50%

Appropriate to the specific arts education area, students design, and develop lesson and unit sequences and devise a range of assessment procedures and evaluation processes

Portfolio 50%

Appropriate to the specific arts education area students develop and present a portfolio of resource materials including audio/video, or CD presentations, annotated work samples, exemplary curriculum examples and written reports of tutorial presentations

## ECA432 – ARTS EDUCATION DISCIPLINE STUDY 2

Offering information: \*Off-campus mode for Music and Visual Arts only

Offered at: (B, \*X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: J Grenfell

Campus contact: J DRESSENS (B), J Grenfell (X)

Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments See note below for definition of Major and Sub-major sequences.

Contact hours: 3-4 contact hours per week for on-campus students

Note: To be read in conjunction with the prerequisite requirements above.

1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.
2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students select the relevant arts curriculum from the following specialisms: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline area. For advice contact unit chairs or course advisers.

### CONTENT

ECA432 – students should note that discipline specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood
- media – available on-campus at Burwood only
- music – available on campus at Burwood and off-campus
- visual arts – available on-campus at Burwood and off-campus

One arts discipline is to be selected from the following:

#### Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, Dance Study Design, VET, VCAL and the Dance program in the International Baccalaureate Diploma. This module builds on foundations laid in Dance Education Curriculum Study 1. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

#### Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies courses VET, VCAL and International Baccalaureate Diploma. This module builds on foundations laid in Drama Education Curriculum Study 1. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

**Media Education (post compulsory)**

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design, VCAL, VET, Media Industry Skills and International Baccalaureate Diploma. This module builds on foundations laid in Media Education Curriculum Study 1. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities students which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

**Music Education (post compulsory)**

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and International Baccalaureate. This module builds on foundations laid in Music Education Curriculum Study 1. . In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation stratagem for teaching group and solo performance including using web-based technologies and digital recording of musical information.

**Visual Arts Education (post compulsory)**

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of Visual Art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate Diploma. Topics include the interpretation of study designs and supplementary materials, understanding assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using information and communication technology (ICT) develop students' abilities to engage in and reflect on innovative teaching

and learning practices, and on the acquisition of skills for arts production and visual communication and design. Students will develop skills in the use of authoring tools for web design , PowerPoint presentations., video and pod-casting . Students will have the opportunity to actively participate within a virtual teaching and learning environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology.. Students will engage in critical and analytical discourse about Visual arts, Visual Culture and Visual arts education with a view to encouraging inclusion of a diversity of learners.

**ASSESSMENT**

Journal Report 40%

Reflective, analytical journal entries, linked to contemporary theories of teaching and learning, focusing on aspects of selected arts discipline teaching and learning observed during engagement with field experience settings in various educational settings: VCE, Vet/VCAL and I, VCAL, VET, Music Industry Skills and International Baccalaureate.

Curriculum and Assessment Project 60%

Appropriate to the selected specialism, elaborate a set of principles to structure a unit based on, for example, on a selected VCE study design, incorporating school based assessment procedures. Students are required to implement a sequence of learning activities (during school experience), the outcomes of which are submitted in a report. Students may use forms of ICT to support documentation.

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## ECA433 – ARTS EDUCATION DISCIPLINE STUDY 3

*Offering information: \*Off-campus mode for Music and Visual Arts only.*

*Offered at: (B, G, W, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Joseph*

*Campus contact: D Joseph (B), J Grenfell (G, W, X)*

*Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. The prerequisites are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. MUSIC (a) Major study in Music which includes*

*Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.*

*There are no prerequisites for the Drama and Dance specialisms in this unit when taken as an education elective.*

*Contact hours: 3 hours per week for on campus students only*

*Note: To be read in conjunction with the prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
- 2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students undertaking a Visual Art double methodology must choose this unit. For advice contact unit chairs or course advisors.*

## CONTENT

ECA433 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- Visual Arts – available on-campus at Burwood, Geelong and Warrnambool or off-campus
- Music – available on campus at Burwood, or off-campus Geelong
- Dance – available on-campus at Burwood
- Drama – available on-campus at Burwood

## Music Education (B, X)

This arts specialism will focus on the compulsory years of schooling. As double music education students, participants in this module will undertake both research and classroom application of the European teaching methodologies of Dalcroze, Orff-Schulwerk, and Kodaly and of the African musical repertoire. Students will consider how inclusive approaches encourage cross cultural engagement. They will apply processes associated with the principles of these music education methods to practical activities which incorporate a range of classroom instruments (melodic and non-melodic). The activities and tasks students develop are designed with accompanying assessment strategies ready to be implemented in their music programs.

## Visual Arts Education (B, G, W & X)

This arts specialism will address the challenge of designing a visual arts program that is inclusive of a range of social and cultural perspectives in our global context. All students will explore a range of art forms in order to develop skills, knowledge and understanding of the visual arts/art elements, principles and concepts in preparation for developing tasks and activities for the visual arts program. Students consider the contingencies required for studio-based as well as general art classroom contexts. Students develop strategies for implementing the curriculum and assessment of student responses using a broad range of media, equipment, techniques and processes. Research is used as a means of understanding how art works by men and women can reflect and lend insight to a broad range of visual arts/art and cultural contexts, traditions, perspectives and styles. Students view and discuss, critically analyse and in keeping with Postmodern thinking in the visual arts, appropriate from and parody art styles and cultural communications. Through exploration of practical studio techniques in specific art making disciplines, students learn the reciprocal influence of the arts and their cultural, social, and historical contexts. Students will develop teaching and learning strategies for implementing art curricula and to design and produce teaching resources relevant to these learning experiences. This includes ways to incorporate selected forms of ICT in order to broaden knowledge of artistic possibilities and to design and guide experiences in which learners with different skill levels, backgrounds, and learning styles can achieve.

## Dance Education (B)

This arts specialism will focus on how the choreographic process impacts on the kind of teaching techniques possible in the inter-cultural dance-making setting. They will concentrate upon the research and gathering of material (Pan African or Ethnic Dance and its Diaspora) tracing the roots of traditional and indigenous dance and how it has impacted on Western popular culture. Workshops and fieldwork will be concerned with developing and rehearsing the materials selected for appropriate use in schools, specified sites and community settings. In the workshop sessions, students with staff guidance will employ choreographic methods of improvisation, learnt work and group work to facilitate the development of new movement vocabulary and an appreciation of how dance communicates in both a past and present context. Fieldwork and performances may also take place at Folkloric associations, cultural nights and multicultural festivals

## Drama Education (B)

This arts specialism is designed to be relevant to a broad range of educational contexts and is particularly useful for both primary and secondary educators interested in using drama as a means of extending and enhancing learning across the curriculum (including learning across the arts, in literacy, social education, environmental education etc.) and will involve seminars, workshops and student presentations.

The content considers the potential of drama to encourage active engagement with ideas, concepts and facts. Practical workshops enable students to be involved in activities and gain an understanding of the ways participants in drama may be engaged in learning about, within and through drama. It considers how, through its experiential nature, drama involves learners on physical, intellectual and emotional levels. Students will consider drama education in light of their own experiences and in relation to particular educational settings and the current educational climate.

### ASSESSMENT

Two assessment tasks – Each 50%  
Appropriate to the specific Arts education area, assessment tasks include written assignments: the development and sequencing of middle years curriculum and assessment processes focusing on a selected arts specialism, performance and arts practice demonstrations, portfolio submissions, and ICT based teaching and learning presentations

## ECA434 – ARTS EDUCATION DISCIPLINE STUDY 4

*Offering information: \*Off-campus mode for Music and Visual Arts only.*

*Offered at: (B, G, W, \*X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Grenfell  
Campus contact: E Hirsh (B), J Grenfell (G, X), S Hannigan (W)  
Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area.. The prerequisites are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content.. MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.  
Contact hours: 4 hours per week and off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
- 2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students undertaking a Visual Art double methodology must choose this unit. For advice contact unit chairs or course advisers.*

### CONTENT

ECA434 – students should note that discipline specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood only
- music – available on campus at Burwood and off-campus
- visual arts – available on-campus at Burwood, Geelong and Warrnambool, and off-campus

One arts discipline is to be selected from the following:

#### Dance (B)

In this specialism students can further consider their professional development as teachers. Approaches to research are studied inclusive of those applied to own teaching practice in Dance. Particular attention will be paid to furthering understanding of reflective practice. Research is undertaken to present a project that may include: a practical teaching project; a project based in an educational setting other than a school; an action research project designed to improve teaching or solve a problem; a review of literature on a particular issue. The goals are negotiated along with the dimensions and outcomes of the project with the dance lecturer. A guided reading program is undertaken and interaction with staff and other class members at a pre negotiated time where discussion explores progress and issues raised by the research and findings are presented online.

#### Drama (B)

In this specialism students can further consider their professional development as teachers. Approaches to research are studied inclusive of those applied to own teaching practice in Drama. Particular attention will be paid to furthering understanding of reflective practice. Research is undertaken to present a project that may include: a practical teaching project; a project based in an educational setting other than a school; an action

research project designed to improve teaching or solve a problem; a review of literature on a particular issue. The goals are negotiated along with the dimensions and outcomes of the project with the drama lecturer. A guided reading program is undertaken and interaction with staff and other class members at a pre-negotiated time where discussion explores progress and issues raised by the research and findings are presented online.

### **Music Education (Studio based or specialist curriculum) (B,X)**

This arts methodology module will focus on music curriculum for the specialist program. As double music education students, participants will refine and engage in the application of a range of practical skills such as conducting and score arranging (long and short). Through discussion and collegiate exchange students consider the conceptual bases for their music practice. Through an investigating of alternative environments for teaching and learning in a range of specialized music forms students are informed of the arguments that underpin advocacy for music education. Students undertake research projects that may include independent and self directed investigation in a school setting. Their research will specifically focus on intercultural perspectives in music education and in special needs music education.

### **Visual Arts (Studio based or specialist curriculum) (B,G,W,X)**

This arts methodology module will focus on visual arts curriculum for the studio based program. As double visual arts education students, participants will build strong conceptual bases in visual arts practice through studio-based experience along with aesthetic and critical debate about the artistic, social and cultural concepts that emerge through viewing visual arts works. By working independently and collegiately students will share their research experiences and strategies. Students will engage in the refining of their practical skills using the more traditional western media and materials along with a range of media and materials related to computer technologies interactive web and CD-ROM based visual communication. Research is undertaken in traditional and alternate environments including virtual and real time art gallery visits and discussion groups. This research considers the Modernist versus Postmodernist debate in visual arts education and explores the challenge to be inclusive of multiple-perspectives when engaging in critical inquiry into the visual arts. Through participation in a variety of aesthetic experiences, students will acquire insights and skills that support their professional development as teachers of the visual arts and as advocates of its inclusion in education.

### **ASSESSMENT**

Two Assessment Tasks – Each 50%  
Assessment tasks appropriate to the specific arts education area will be chosen from: Individualised research project, folio submission presentations, curriculum project with written report and presentation, arts practice performance and demonstrations, teaching simulations within a virtual learning environment. All assessment will be criterion referenced.

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## **ECA435 – ARTS EDUCATION DISCIPLINE STUDY 5**

*Offering information: \*Off-campus mode for Music and Visual Arts only*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Hirsh*

*Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences. Contact hours: 3-4 hours per week, and off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*

2. *Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Advise for students completing two single Arts Methods but not a double methodology e.g. Visual Art. Students who have selected one arts methodology specialism in ECA731 should choose their second methodology specialism from the following: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline area. For advice contact unit chairs or course advisers.*

## CONTENT

ECA435 – students should note that discipline specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood
- music – available on campus at Burwood and off-campus
- visual arts – available on-campus at Burwood and off-campus

One arts discipline is to be selected from the following:

### **Dance Education (7–10 curriculum) (B)**

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7–10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including VELS The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

### **Drama Education (7–10 curriculum) (B)**

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7–10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama

technologies. Students will be introduced to curriculum initiatives including VELS The Arts-Drama, through the study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences

### **Media Education (7–10 curriculum) (B)**

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7–10 of compulsory education. Students will be expected to identify current media education/curriculum initiatives including VELS The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

### **Music Curriculum Study (7–10 curriculum) (B, X)**

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7–10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including VELS The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

### **Visual Arts Curriculum Study (7–10 curriculum) (X)**

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will articulate an understanding of the place of Visual Arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the Visual Arts. Students will also explore the use of ICT as an artistic medium.

By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach Visual Art in secondary schools. They will explore curriculum initiatives including VELS The Arts-Art. Study in this unit will assist

students to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Techniques for including “making” and “responding” approaches in the classroom are explored. Here, students demonstrate an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics, criticism and art history within social and cultural contexts, through investigation

### Visual Arts Curriculum Study (7–10 curriculum) (B)

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will examine arrange of curriculum initiatives including VELS The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in Visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students’ aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

### ASSESSMENT

Curriculum Development 50%

Appropriate to the specific arts education area, students design, and develop lesson and unit sequences and devise a range of assessment procedures and evaluation processes.

Portfolio 50%

Appropriate to the specific arts education area students develop and present a portfolio of resource materials including audio/video, or CD presentations, annotated work samples, exemplary curriculum examples and written reports of tutorial presentations.

## ECA436 – ARTS EDUCATION DISCIPLINE STUDY 6

*Offering information: \*Off-campus mode for Music and Visual Arts only.*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Grenfell*

*Campus contact: J Dreessens (B)*

*Prerequisite: A sequence of units in the arts discipline studies area for the teaching methodology specialism being selected from those listed below. ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.*

*Contact hours: 3 hours per week or off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
- 2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Advise for students completing two Arts Methods but not a double methodology e.g. Music or Visual Art. Students who have selected one arts methodology specialism in ECA732 should choose their second methodology specialism from the following: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline*



area. For advice contact unit chairs or course advisers.

#### Special Requirements:

All on campus Arts Education methodologies, Dance, Drama, Music, Visual Art and Media Studies require specialist studio spaces and relevant equipment. Students require access to computer laboratories, and specialist software.

For off campus students, the Arts Teaching and Learning group has developed a virtual learning environment in Second Life at Deakin university, where students meet in world for tutorials, simulations and the development of digital technology based arts forms. Students require access to computers and selected software.

To note that the Deakin Arts Education virtual learning environment provides opportunities for all students both on campus and off campus, to develop and participate in group activities in world.

### CONTENT

ECA436 – students should note that discipline specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood
- music – available on campus at Burwood and off-campus
- visual arts – available on-campus at Burwood and off-campus

One arts discipline is to be selected from the following:

#### Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, Dance Study Design, VET, VCAL and the Dance program in the International Baccalaureate Diploma. This module builds on foundations laid in Dance Education Curriculum Study 1. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

#### Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies

courses VET, VCAL and International Baccalaureate Diploma. This module builds on foundations laid in Drama Education Curriculum Study 1. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

#### Media Education (post compulsory)

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design, VCAL, VET, Media Industry Skills and International Baccalaureate Diploma. This module builds on foundations laid in Media Education Curriculum Study 1. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities studies which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

#### Music Education (post compulsory)

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and International Baccalaureate. This module builds on foundations laid in Music Education Curriculum Study 1. In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation strategies for teaching group and solo performance including using web-based technologies and digital recording of musical information.

### Visual Arts Education (post compulsory)

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of Visual Art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate Diploma. Topics include the interpretation of study designs and supplementary materials, understanding assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using information and communication technology (ICT) develop students' abilities to engage in and reflect on innovative teaching and learning practices, and on the acquisition of skills for arts production and visual communication and design. Students will develop skills in the use of authoring tools for web design, PowerPoint presentations, video and pod-casting. Students will have the opportunity to actively participate within a virtual teaching and learning environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology. Students will engage in critical and analytical discourse about Visual arts, Visual Culture and Visual arts education with a view to encouraging inclusion of a diversity of learners.

#### ASSESSMENT

Journal Report 40%

Reflective, analytical journal entries, linked to contemporary theories of teaching and learning, focusing on aspects of selected arts discipline teaching and learning observed during engagement with field experience settings in various educational settings: VCE, Vet/VCAL and I, VCAL, VET, Music Industry Skills and International Baccalaureate.

Curriculum and Assessment Project 60%

Appropriate to the selected specialism, elaborate a set of principles to structure a unit based on, for example, a selected VCE study design, incorporating school based assessment procedures.

Students are required to implement a sequence (during school experience), the outcomes of which are submitted in a report. Students may use forms of ICT to support documentation.

## ECA551 – PRIMARY ARTS EDUCATION

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For students enrolled in courses E356, E365 and E356P only)  
Unit chair: J Grenfell  
Incompatible with: ECJ411, ECJ412, ECJ413*

#### CONTENT

The focus on music and visual art curriculum, introduces students to aspects of the theory and practice of arts education in primary schools. This includes engagement with the Victorian Essential Learning Standards. Throughout the unit students are encouraged to develop personal discipline based skills in arts practice and responding to the arts (aesthetics, criticism and contexts) together with insights into the processes unique to each of these arts experiences. Students engage in critical discourse relating to the development and implementation of curricula for music and art in primary classrooms. Linked to these processes is the planning and implementation of effective assessment and evaluation criteria. During the trimester students will use information and communication technologies (ICT) as both a teaching and resource tool, complementing more traditional methods of arts engagement in the classroom.

#### ASSESSMENT

There are two assessment tasks for this unit.  
Assignment one: Music Curriculum Unit – Written paper (minimum 2000 words, 50%)

Assignment two: Implementing VELs: Visual Arts Curriculum Package. Written paper of approximately 2000 words incorporating a PowerPoint presentation. (50%)

## ECA731 – ARTS EDUCATION CURRICULUM STUDY 1

*Offered at: (B, \*X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Offering information: \*Dance, Drama and Media Studies not available in off-campus mode.  
Cohort rule: (For students enrolled in course E760 only)*

Unit chair: E Hirsh

Campus contact: E Hirsh (B), J Grenfell (G, X)

*Prerequisite: Prior to completing a major sequence in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments See note below for definition of Major and Sub-major sequences.*

*Contact hours: 3 hours per week or equivalent, and off campus equivalent.*

*Note: To be read in conjunction with the prerequisite requirements.*

1. *Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
2. *Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level.*

*Students select the relevant arts curriculum from the following specialisms: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline area.*

*For advice contact unit chairs or course advisers.*

## CONTENT

ECA731 students should note that arts discipline methodologies are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood only
- drama – available on-campus at Burwood only
- media – available on-campus at Burwood only
- music – available on campus at Burwood, or off-campus
- visual arts – available on-campus at Burwood or off-campus.

### Dance Education (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7–10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including VELS The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

### Drama Education (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7–10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama technologies. Students will be introduced to curriculum initiatives including VELS The Arts-Drama, through the study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences.

**Media Education (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7–10 of compulsory education. Students will be expected to identify current media education/curriculum initiatives including VELS The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

**Music Curriculum Study (7–10 curriculum)**

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7–10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including VELS The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

**Visual Arts Curriculum Study (7–10 curriculum)**

Off Campus This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will articulate an understanding of the place of Visual Arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the Visual Arts. Students will also explore the use of ICT as an artistic medium. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach Art in secondary schools. They will explore curriculum initiatives including VELS The Arts-Art which will assist students to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Here, strategies for including art making and responding learning experiences are explored. For example, students acquire an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics,

criticism and art history within social and cultural contexts. A range of assessment and evaluation processes for application in the art classroom will be considered.

**Visual Arts Curriculum Study (7–10 curriculum)**

On Campus This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will examine a range of curriculum initiatives including VELS The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in Visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students' aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

**ASSESSMENT**

Curriculum Development 50%

Appropriate to the specific arts education area, students design, and develop lesson and unit sequences and devise a range of assessment procedures and evaluation processes.

Portfolio 50%.

Appropriate to the specific arts education area students develop and present a portfolio of resource materials including audio/video, or CD presentations, annotated work samples, exemplary curriculum examples and written reports of tutorial presentations

**PRESCRIBED TEXTS**

Dance: Mc Cutchen, B 2006, Teaching Dance as Art in Education, Human Kinetics, Champaign, IL, U.S.A.

Music: Campbell, PS, Demorest, S, Morrison, S 2008, Musician and Teacher, An Orientation to Music Education, W.W. Norton & Co, New York.

## ECA732 – ARTS EDUCATION CURRICULUM STUDY 2

Offered at: (B, \*X)  
Offerings: Trimester 2  
Credit point(s): 1

EFTSL value: 0.125

Offering information: \*Dance, Drama and Media Studies not available in off-campus mode.

Cohort rule: (For students enrolled in course E760 only)

Unit chair: J Grenfell

Campus contact: J Grenfell (X), E Hirsh (B)

Prerequisite: ECA731 or ECA735 To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See note below for definition of Major and Sub-major sequences.

Contact hours: 3 hours per week or equivalent for on campus students and off campus equivalent

Note: To be read in conjunction with prerequisite requirements above.

1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.
2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students select the relevant arts curriculum from the following specialisms: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline area.

For advice contact unit chairs or course advisors.

### CONTENT

ECA732 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood only
- drama – available on-campus at Burwood only
- media- available on-campus at Burwood only
- music – available on campus at Burwood, or off-campus
- visual arts – available on-campus at Burwood or off-campus

#### Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, VET, VCAL Dance Study Design and the Dance program in IB. This module builds on foundations laid in Dance Education Curriculum Study 1. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

#### Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies courses and International Baccalaureate Diploma. This module builds on foundations laid in Drama Education Curriculum Study 1. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

#### Media Education (post compulsory)

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design. This module builds on foundations laid in Media

Education Curriculum Study 1. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities students which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

### Music Education (post compulsory)

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and International Baccalaureate. This module builds on foundations laid in Music Education Curriculum Study 1. In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation stratagem for teaching group and solo performance including using web-based technologies and digital recording of musical information.

### Visual Arts Education (post compulsory)

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of Visual Art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate. Topics include the interpretation of study designs and supplementary materials, understanding assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using information and communication technology (ICT) develop students' abilities to engage in and reflect on innovative teaching and learning practices, and on the acquisition of skills for arts production and graphic design. Students will develop skills in the use of authoring tools for web design, PowerPoint presentations, video and pod-casting. Students will have the opportunity to actively participate within a virtual teaching and learning

environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology. Students will engage in critical and analytical discourse about Visual arts and Visual arts education with a view to encouraging inclusion of a diversity of learners.

### ASSESSMENT

Journal Report 40%

Reflective, analytical journal entries, linked to contemporary theories of teaching and learning, focussing on aspects of selected arts discipline teaching and learning observed during engagement with field experience settings in various educational settings: VCE, Vet/VCAL and I, VCAL, VET, Music Industry Skills and International Baccalaureate.

Curriculum and Assessment Project 60%

Appropriate to the selected specialism, elaborate a set of principles to structure a unit based on, for example, on a selected VCE study design, incorporating school based assessment procedures. Students are required to implement a sequence of learning activities (during school experience), the outcomes of which are submitted in a report. Students may use forms of ICT to support documentation.

### PRESCRIBED TEXTS

Dance Mc Cutchen, B 2006, Teaching Dance as Art in Education. Human Kinetics, Champaign, IL, U.S.A.  
Art, Drama, Music, Media Studies No prescribed text.  
Set of study materials and selected readings, in print, on CD and on DSO.

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## ECA733 – ARTS EDUCATION CURRICULUM STUDY 3

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Offering information: \* Dance and Drama not available in off-campus mode.*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: D Joseph*

*Campus contact: D Joseph (B), J Grenfell (X)*

*Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. The prerequisites are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. MUSIC (a) Major study in Music which includes*

*Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.*

*Contact hours: 3 hours per week or equivalent and off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

1. *Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
2. *Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students undertaking a Visual Art double methodology must choose this unit. For advice contact unit chairs or course advisers.*

## CONTENT

ECA733 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- Visual Arts – available on-campus at Burwood and Warrnambool or off-campus
- Music – available on campus at Burwood, or off-campus

### **Music Education (Middle years curriculum) (B, X)**

This arts methodology specialism will focus on the compulsory years of schooling. As double music education students, participants in this module will undertake both research and classroom application of the European teaching methodologies of Dalcroze, Orff-Schulwerk, and Kodaly and of the African musical repertoire. Students will consider how inclusive approaches encourage cross cultural engagement. They will apply processes associated with the principles of these music education methods to practical activities which incorporate a range of classroom instruments (melodic and non-melodic). The activities and tasks students develop are designed with accompanying assessment strategies ready to be implemented in their music programs.

### **Visual Arts Education (Middle years curriculum) (B, W)**

This arts methodology specialism will focus on the compulsory years of schooling. As double visual arts education students, participants in this module will address the challenge of designing a visual arts program that is inclusive of a range of social and cultural perspectives in our global context. Students will explore a range of art forms in order to develop skills, knowledge and understanding of the visual arts/art elements, principles and concepts in preparation for developing tasks and activities for the visual arts program. Students consider the contingencies required for studio-based as well as general art classroom contexts. Students develop strategies for implementing the curriculum and assessment of student responses using a broad range of media, equipment, techniques and processes. Research is used as a means of understanding how art works by men and women can reflect and lend insight to a broad range of visual arts/art and cultural contexts, traditions, perspectives and styles. Students view and discuss, critically analyse and in keeping with Postmodern thinking in the visual arts, appropriate from and parody art styles and cultural communications.

### **Visual Arts Education (Middle years curriculum) (X)**

This arts methodology specialism will focus on the compulsory years of schooling. Participants in this unit will address the development of contemporary visual art curriculum, and the skills required to design and implement motivational and student-relevant art learning in a range of settings including art galleries and virtual learning environments. It will cover developmental theories and philosophies of art education and explore a range of issues with respect to curriculum design, including the inter-disciplinary relationships between artists and art teachers, and their impact for the ways in which the curriculum operates as a focus for deep learning. Students will examine ways of fostering creative expression among learners, the creative process and individual expression. Through exploration of practical studio techniques in specific art making disciplines, students learn the reciprocal influence of the arts and their cultural, social, and historical contexts. Students will develop teaching and learning strategies for implementing art curricula and to design and produce teaching resources relevant to these learning experiences. This includes ways to incorporate selected forms of ICT in order to broaden knowledge of artistic possibilities and to design and guide experiences in which learners with different skill levels, backgrounds, and learning styles can achieve.

**ASSESSMENT**

## Task 1 50%

Appropriate to the specific arts education area, assessment tasks include written assignments: the development and sequencing of middle years curriculum and assessment processes focusing on a selected arts specialism, performance and arts practice demonstrations, portfolio submissions, and ICT based teaching and learning presentations.

## Task 2 50%

Appropriate to the specific arts education area, assessment tasks include written assignments: the development and sequencing of middle years curriculum and assessment processes focusing on a selected arts specialism, performance and arts practice demonstrations, portfolio submissions, and ICT based teaching and learning presentations

## ECA734 – ARTS EDUCATION CURRICULUM STUDY 4

Offered at: (B, \*X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Offering information: \* Dance and Drama not available in off-campus mode.

Cohort rule: (For students enrolled in course E760 only)

Unit chair: J Grenfell

Campus contact: E Hirsh (B), J Grenfell (X)

Prerequisite: ECA733 To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. The prerequisites are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.

Contact hours: 3 hours per week or equivalent and off campus equivalent

Note: To be read in conjunction with prerequisite requirements above.

1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over

three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.

2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Students undertaking a Visual Art double methodology must choose this unit. For advice contact unit chairs or course advisers.

**CONTENT**

ECA734 students should note that arts discipline methodology modules are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood
- drama – available on-campus at Burwood
- music – available on campus at Burwood, or off-campus
- visual arts – available on-campus at Burwood or off-campus

**Dance Education (specialist curriculum)**

This arts methodology module will focus on dance curriculum for the specialist program. As dance education students, participants can extend their practical skills in their respective dance forms and styles. Through independent and negotiated research projects students can investigate the conceptual bases for teaching and learning as part of their advocacy for dance education in multiple studio settings. Through discussion students consider how their research informs a studio based dance program.

**Drama Education (specialist curriculum)**

This arts methodology module will focus on drama curriculum for the specialist program. As drama education students, participants investigate the conceptual bases of drama education in relation to their research. Research undertaken independently, through a negotiated study, may involve action research or arts-based research. This project enables students to investigate perspectives on teaching and learning in drama education that will inform their drama teaching practice and advocacy for drama education. Presentation of findings in a class forum setting enables students to further deconstruct their theories and their application in drama education and consider how their research informs drama education practice. Students are also encouraged to share their findings with the broader arts education community through conferences and publications.

**Music Education (Studio based or specialist curriculum) (B, X)**

This arts methodology module will focus on music curriculum for the specialist program. As double



music education students, participants will refine and engage in the application of a range of practical skills such as conducting and score arranging (long and short). Through discussion and collegiate exchange students consider the conceptual bases for their music practice. Through an investigating of alternative environments for teaching and learning in a range of specialized music forms students are informed of the arguments that underpin advocacy for music education. Students undertake research projects that may include independent and self directed investigation in a school setting. Their research will specifically focus on intercultural perspectives in music education and in special needs music education.

### Visual Arts (Studio based or specialist curriculum)

This arts methodology module will focus on visual arts curriculum for the studio based program. As double visual arts education students, participants will build strong conceptual bases in visual arts practice through studio-based experience along with aesthetic and critical debate about the artistic, social and cultural concepts that emerge through viewing visual arts works. By working independently and collegiately students will share their research experiences and strategies. Students will engage in the refining of their practical skills using the more traditional western media and materials along with a range of media and materials related to computer technologies interactive web and CD-ROM based visual communication. Research is undertaken in traditional and alternate environments including virtual and real time art gallery visits and discussion groups. This research considers the Modernist versus Postmodernist debate in visual arts education and explores the challenge to be inclusive of multiple-perspectives when engaging in critical inquiry into the visual arts. Through participation in a variety of aesthetic experiences, students will acquire insights and skills that support their professional development as teachers of the visual arts and as advocates of its inclusion in education.

### ASSESSMENT

#### Task 1 50%

Assessment tasks appropriate to the specific arts education area will be chosen from: Individualised research project, folio submission presentations, curriculum project with written report and presentation, arts practice performance and demonstrations, teaching simulations within a virtual learning environment All assessment will be criterion referenced.

#### Task 2 50%

Assessment tasks appropriate to the specific arts education area will be chosen from: Individualised research project, folio submission presentations, curriculum project with written report and presentation, arts practice performance and demonstrations, teaching simulations within a virtual learning environment All assessment will be criterion referenced.

## ECA735 – ARTS EDUCATION CURRICULUM STUDY 5

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Offering information: \* Dance, Drama and Media Studies not available in off-campus mode.*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: E Hirsh*

*Campus contact: E Hirsh (B), J Grenfell (X)*

*Prerequisite: To complete a sequence of units in the selected arts specialism, students must meet the prerequisites outlined in the guidelines published by the Victorian Institute of Education for each Arts methodology area. They are: ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content. DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences. Contact hours: 3 hours per week or equivalent, and off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
- 2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Advise for students completing two single Arts Methods but not a double methodology e.g. Visual Art. Students who have selected one arts methodology specialism in ECA731 should choose their second methodology specialism from the following: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline*

area. For advice contact unit chairs or course advisers.

## CONTENT

ECA735 students should note that arts discipline methodologies are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood only
- drama – available on-campus at Burwood only
- media – available on-campus at Burwood only
- music – available on campus at Burwood, or off-campus
- visual arts – available on-campus at Burwood or off-campus.

### Dance Education (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for dance in the post primary years 7–10 of compulsory education. Students will engage in the use of dance elements, dance making and their application to classroom practice. Emphasis will be placed on designing dance curriculum including VELS The Arts-Dance, implementing appropriate dance making practices in the classroom as well as processes and practices for their assessment. Through school based engagement, experiences and observations, students will gain further insight into dance making techniques and teaching strategies. Through lesson planning and development of resources, students will explore approaches to choreography, the structuring of dance practices, stages of thematic progression and development within dance activities and safe dance practices. Students will interact with a range of technologies in dance education. Students will have the opportunity to extend their knowledge skills and understanding of classroom practice into the school and within the broader community.

### Drama Education (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for drama in the post primary years 7–10 of compulsory education. Students will consider the role of the drama teacher and the study of drama education in various contexts: the classroom, the whole school and the broader community. They will develop a range of skills and understandings relevant to the teaching of drama including drama technologies. Students will be introduced to curriculum initiatives including VELS The Arts-Drama, through the study of key drama education theorists of the twentieth century and consideration of the current status of and issues surrounding drama curriculum design and development and assessment. Implementation of drama teaching techniques and strategies in the classroom will be supported by school observations and experiences.

### Media Education (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for media in the post primary years 7–10 of compulsory education. Students will be expected to identify current media education/

curriculum initiatives including VELS The Arts-Media and global initiatives. They will explore curriculum strategies for teaching and learning along with its assessment processes and practices. In addition, the unit will prepare students through lesson planning and engagement with creating and making media with a view to classroom practice. The focus will be on media literacy, the theoretical constructs underpinning media education, and learning technologies.

### Music Curriculum Study (7–10 curriculum)

This arts methodology specialism will focus on curriculum initiatives for music in the post primary years 7–10 of compulsory education. Students will consider and critique a range of influences on and initiatives in music curriculum including VELS The Arts-Music. They will engage in curriculum planning and the development and implementation of teaching methodologies and assessment. Students will explore music elements and a range of music forms as appropriate for classroom practice. A range of music technologies will be encountered as students develop teaching and learning strategies for engaging both instrumental and classroom music creating, making and responding. Students will engage with experiences that develop skills and understandings of how Information and Communication Technologies can be managed and utilise in the music classroom. The use of ICT as an artistic medium will be introduced to students.

### Visual Arts Curriculum Study (7–10 curriculum)

#### Off Campus

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will articulate an understanding of the place of Visual Arts in contemporary schools in Australia. Through active participation within virtual environments and using digital teaching and learning technologies, students will devise and experience teaching and learning simulations in the Visual Arts. Students will also explore the use of ICT as an artistic medium. By considering the principles of learning and teaching that underpin effective classrooms and the research that supports these principles, students will develop an appreciation of exemplary teaching in this area. Students are introduced to the core curriculum knowledge required to teach Art in secondary schools. They will explore curriculum initiatives including VELS The Arts-Art which will assist students to develop the skills required to design, and develop lesson and unit sequences for the specialist art classroom. Here, strategies for including art making and responding learning experiences are explored. For example, students acquire an understanding of art-making as practice, representing ideas and interest through interpretation of subject matter, and the use of expressive forms, media and techniques. Students will also explore ways to introduce concepts of aesthetics, criticism and art history within social and cultural contexts. A range of assessment and evaluation processes for application in the art classroom will be considered.

**Visual Arts Curriculum Study (7–10 curriculum)****On Campus**

This arts methodology specialism will focus on curriculum initiatives for visual arts in the post primary years 7–10 of compulsory education. Students will examine a range of curriculum initiatives including VELS The Arts-Art and consider both the theoretical and practical modes for classroom exploration of some of the visual arts forms most prevalent in post primary years (including 2-dimensional and 3-dimensional art forms in Art, Craft and Visual communication and Design). Participants will have hands-on experience with a range of visual arts materials, techniques and processes with the emphasis placed on ways of implementing these in Visual arts lessons. The outcome of these practical explorations will offer students strategies for teaching and learning in the curriculum area of visual arts practice. Students will also examine ways to develop the secondary students' aesthetic and visual/cultural literacy, skills in critical inquiry/discourse about visual arts/art and understanding of cultural contexts in the curriculum area of responding to visual arts works. Students will identify and use a range of assessment procedures and evaluation processes as well as consider the challenges of record keeping and reporting.

**ASSESSMENT**

Curriculum Development 50%

Appropriate to the specific arts education area, students design, and develop lesson and unit sequences and devise a range of assessment procedures and evaluation processes.

Portfolio 50%

Appropriate to the specific arts education area students develop and present a portfolio of resource materials including audio/video, or CD presentations, annotated work samples, exemplary curriculum examples and written reports of tutorial presentations.

**PRESCRIBED TEXTS**

DanceMc Cutchen, B 2006, Teaching Dance as Art in Education, Human Kinetics, Champaign, IL, U.S.A.

Drama No prescribed text.

Music Campbell, PS, Demorest, S, Morrison, S 2008, Musician and Teacher, An Orientation to Music Education, W.W. Norton & Co. NY.

Visual Arts No prescribed text. Set of study materials and readings on CD and on DSO.

**ECA736 – ARTS EDUCATION CURRICULUM STUDY 6**

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Offering information: \* Dance, Drama and Media studies not available in off-campus mode.*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: J Grenfell*

*Campus contact: J Grenfell (X), E Hirsh (B)*

*Prerequisite: ECA731 or ECA735 A sequence of units in the arts discipline studies area for the teaching methodology specialism being selected from those listed below. ART (Including the areas of Art, Craft, Computer-generated Art, Sculpture, Photography, and recognising expertise in materials such as pottery, ceramics, textiles, wood and metal) Major study in relevant area(s) of Art which includes at least one quarter of a year of practical Art content DANCE Sub-major study in Dance or Performance Studies (Dance) DRAMA (including THEATRE STUDIES) Sub-major study in Drama, Performance Studies (Drama) or Theatre Studies (including practical Drama) MEDIA Sub-major study in Media Studies MUSIC (a) Major study in Music which includes Practical Music or (b) Major study in Music together with AMEB Grade VI or Year 12 Practical music or (c) Major study in Music which includes Practical Music specialising in one or more musical instruments. See notes below for definition of Major and Sub-major sequences.*

*Contact hours: 3 hours per week or equivalent for on campus students and off campus equivalent*

*Note: To be read in conjunction with prerequisite requirements above.*

- 1. Major: A total of three-quarters of a year of successful full-time higher education studies, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units at third year level.*
- 2. Sub-major: A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level. Advise for students completing two Arts Methods but not a double methodology e.g. Music or Visual Art. Students who have selected one arts methodology specialism in ECA732 should choose their second methodology specialism from the following: Dance, Drama, Music, Media Studies and Visual Arts in order to complete secondary methodology requirements in that arts discipline*

area. For advice contact unit chairs or course advisors.

#### Special Requirements:

All on campus Arts Education methodologies, Dance, Drama, Music, Visual Art and Media Studies require specialist studio spaces and relevant equipment. Students require access to computer laboratories, and specialist software.

For off campus students, the Arts Teaching and Learning group has developed a virtual learning environment in Second Life at Deakin university, where students meet in world for tutorials, simulations and the development of digital technology based arts forms. Students require access to computers and selected software.

To note that the Deakin Arts Education virtual learning environment provides opportunities for all students both on campus and off campus, to develop and participate in group activities in world.

### CONTENT

ECA736 students should note that arts discipline methodology specialisms are available for on and off-campus study strictly as follows:

- dance – available on-campus at Burwood only
- drama – available on-campus at Burwood only
- media- available on-campus at Burwood only
- music – available on campus at Burwood, or off-campus
- visual arts – available on-campus at Burwood or off-campus

#### Dance Education (post compulsory)

This arts methodology specialism will focus on the teaching of dance in the post-compulsory years with particular emphasis on VCE, Dance Study Designs, VET, VCAL and the Dance program in the International Baccalaureate Diploma. This module builds on foundations laid in Dance Education Curriculum Study 5. Particular emphasis will be placed on developing a philosophy and value of dance in education in relation to designing and processes for implementation of a range of these post compulsory curricula. Students will consider curriculum planning and evaluation procedures as well as models of assessment and reporting. They will examine ways to engage diverse learning styles within a diversity of context where dance teaching and learning occur. Through an investigation of dance presentation strategies, use of stimuli for dance-making and the development of methods for facilitating aesthetic response. Influences such as the use of various technologies in dance will inform critical and analytical investigations of issues affecting the dance curriculum, past and present.

#### Drama Education (post compulsory)

This arts methodology specialism will focus on the teaching of drama in the post-compulsory years with particular emphasis on VCE Drama and Theatre Studies courses, VET, VCAL and the International Baccalaureate

Diploma. This module builds on foundations laid in Drama Education Curriculum Study 5. Further consideration will be given to rationale and aims for drama in education; achieving learning outcomes; designing drama curriculum; evaluating, assessing and reporting in drama; resources and the application of learning and other technologies in drama education. Current drama curriculum trends and future directions in drama education will also be considered both nationally and internationally. Practicum observations and experiences will be supported by class-based activities to encourage students to develop skills as lifelong reflective practitioners. Students will also engage in critical and analytical discourse about a range of drama education specific topics.

#### Media Education (post compulsory)

This arts methodology specialism will focus on the teaching of media in the post-compulsory years with particular emphasis on the VCE Media Study design. This module builds on foundations laid in Media Education Curriculum Study 5. Students will expand their understanding of the nature of media curriculum and its delivery in a range of context. Students consider assessment processes and practices in media and the implications for teaching and learning inclusive of diverse learners. Understanding of media literacy and the theoretical constructs underpinning media education and learning technologies will inform critical and analytical discourse in the classroom. Students engage in practical activities students which focus on exploring, developing and implementing media curricula and design. This will be considered in relation to relevant assessment processes and practices that support current curriculum initiatives and reflect best practice in schools. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in media education.

#### Music Education (post compulsory)

This arts methodology specialism will focus on the teaching of music in the post-compulsory years with particular emphasis on VCE Music Study Design, VCAL, VET, Music Industry Skills and International Baccalaureate. This module builds on foundations laid in Music Education Curriculum Study 5. In particular students will gain specific instrumental teaching and learning strategies that consider the diverse learner on a broad range of instruments. Through technology and composition they engage with a number of software programs used in post compulsory education. Engagement with critical and analytical discourse about theories and practices in the teaching, learning and assessment of music will be part of the student experience. Students can consider a range of presentation stratagem for teaching group and solo performance including using web-based technologies and digital recording of musical information.

**Visual Arts Education (post compulsory)**

This arts methodology specialism is designed to allow students to develop skills necessary to teach a range of Visual Art disciplines in the post-compulsory years with particular emphasis on teaching Art, Studio Art and Visual Design and Communication Study Designs accredited by the Victorian Curriculum and Assessment Authority (VCAA), VET, VCAL and International Baccalaureate. This module builds on foundations laid in Visual Arts Education Curriculum Study 5. Topics include the interpretation of study designs and supplementary materials, understanding assessment processes, and the development of task sheets, essay questions, topics for debate or oral presentation, and sets of assessment and marking criteria for implementation in schools. Participation in activities using information and communication technology (ICT) develop students' abilities to engage in and reflect on innovative teaching and learning practices, and on the acquisition of skills for arts production and visual communication and design. Students will develop skills in the use of authoring tools for web design, PowerPoint presentations, video and podcasting. Students will have the opportunity to actively participate within a virtual teaching and learning environment and with digital technologies, to devise and experience simulations that make connections between pedagogy, curriculum and technology. Students will engage in critical and analytical discourse about Visual arts, Visual Culture and Visual arts education with a view to encouraging inclusion of a diversity of learners.

**ASSESSMENT**

Journal Report 40%  
 Reflective, analytical journal entries, linked to contemporary theories of teaching and learning, focussing on aspects of selected arts discipline teaching and learning observed during engagement with field experience settings in various educational settings: VCE, Vet/VCAL and IB.

Curriculum and Assessment Project 60%  
 Appropriate to the selected specialism, elaborate a set of principles to structure a unit based on, for example, on a selected VCE study design, incorporating school based assessment procedures. Students are required to implement sequence (during school experience), the outcomes of which are submitted in a report. Students may use forms of ICT to support documentation.

**PRESCRIBED TEXTS**

Dance Mc Cutchen, B 2006, Teaching Dance as Art in Education, Human Kinetics, Champaign, IL, U.S.A.

Art, Drama, Music, Media Studies  
 No prescribed text.  
 Set of study materials and selected readings, in print, on CD and on DSO.

**ECB704 – COMMERCE AND BUSINESS STUDIES: CURRICULUM STUDY B (YEAR 11 -12)**

*Offering information: Not offered 2012, re-offered 2013 in off campus mode only.*

*Offered at: (B,X)  
 Credit point(s): 1  
 Offerings: Trimester 2*

*EFTSL value: 0.125  
 Unit chair: J Dyer  
 Prerequisite: ECS771*

**CONTENT**

The content of this unit is drawn from studies in Business Studies, Accounting, Economics, Legal Studies. The content includes: an overview of post compulsory education in Victoria. The unit focuses on pedagogical approaches to teaching Commerce and Business Studies at the year 11–12 levels including problem based learning, case studies and skills development. Students will develop teaching and assessment strategies that embed higher order skills of critical thinking, problem solving, evaluation, synthesis as well as specific discipline based skills and knowledge. The content will also include a focus on assessment: assessing students' progress against criteria; examination based assessment; and authentic assessment practices.

**ASSESSMENT**

Teaching and Learning Report, VCE Units 1 and 2, 50%  
 Teaching and Learning Report, VCE units 3 and 4, 50%

**ECE300 – LANGUAGE AND LITERACY DEVELOPMENT**

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Cohort rule: (For students enrolled in courses E420 and E421 only)  
 Unit chair: S Ohi  
 Corequisite: ECE301  
 Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend*

*Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

The unit consists of two modules, one based on language development and the other on literacy development. Students learn to monitor children's language and literacy development and plan experiences that facilitate that development. Students learn about aspects of language development including phonological, lexical, grammatical and conversational development, the role of adult child interaction in children's language learning, and appropriate activities for language development in early childhood settings. Students learn about aspects of early literacy including: the importance of home literacy practices, access to quality children's literature and digital texts, storytelling, concepts about print, knowledge of the alphabet, phonemic awareness, and control of writing implements. Students learn strategies appropriate for the diverse needs of individual learners. They learn to communicate with parents and caregivers about children's language and literacy development.

### ASSESSMENT

Task 1: Oral language development.

Assessment consists of four portfolio tasks based on observation and recording in an early childhood setting of children's oral language development and interaction between children and their carers together with a 700-800 word discussion summarising and reflecting on what students have learned from these observations. (50%)

Task 2: Literacy development.

Assessment consists of four portfolio tasks, based on observation in an early childhood setting of children's literacy development, interaction with parents and review of early childhood literacy learning materials, together with a 700-800 word discussion summarising and reflecting on has been learned from those observations. (50%)

Assessment will total 4000 words or equivalent

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## ECE301 – UNDERSTANDING EARLY CHILDHOOD EDUCATION AND LEARNING ENVIRONMENTS

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in courses E420 and E421 only)*

*Unit chair: L Wishart*

*Corequisite: ECE300*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

Drawing upon theories relating to early childhood education, child development and the relationship between the environment and child learning, this unit explores the key characteristics of creative, supportive and responsive learning environments. Through the unit students will acquire skills to support the design, construction and management of diverse indoor and outdoor learning environments that are able to respond to the specific needs of diverse individual learners, and their families.

### ASSESSMENT

Two assessments respectively comprised of several components, with 30% and 70% weighting.

Task 1:

Reflective observation tasks of specific early childhood learning environments (30%).

Task 2:

- Presentation on a learning environment designed and/or constructed by the student with accompanying analysis of its goals and key characteristics and feedback from staff, families and children regarding the environment;
- Review and evaluate the outcomes of a series of programming and/or teaching-learning activities across the Trimester in their placement or other professional setting;
- An ongoing self-assessment of students own beliefs in relation to key theoretical perspectives and the learning and teaching environment, as well as a critical review of the impact this has on different learning environments highlighting key features (including strengths and weaknesses) and their capacity to respond to diverse learners (70%).

Assessment will total 4000 words or equivalent.

## ECE302 – CHILDREN’S MATHEMATICAL DEVELOPMENT

Offered at: (B) (G,X-WEXP) (W,X-WEXP)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (For students enrolled in courses E420 and E421 only)

Unit chair: B Doig

Corequisite: ECE303

Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).

### CONTENT

The content of this unit includes:

- Theorists of early childhood learning of mathematics (including Montessori, Dewey, Piaget, and Vygotsky);
- Research in early childhood: findings, and implications for practice;
- Key mathematical development 0-8, including the early years curriculum;
- Early childhood pedagogy and program planning: catering for differences in development and interests;
- Inclusive practice: strategies and adaptations to enhance every child’s learning;
- Assessment and reporting: the role of observations, interviews, and formal assessments;
- Relating mathematics to the child’s world: engaging parental support, the place of themes;
- Choosing and using resources, commercial and teacher-made; and
- ICT skills for teachers, including the selection and use of software for, and with, pre-school children.

### ASSESSMENT

Three assessments: 40%, 30%, 30%

Task 1 requires the collection of responses made to five specified activities. These will be due the week after the task date, and are submitted on-line. The total for these responses is 40% (8 marks each).

Task 2 is a collection of activities suitable for creating effective early childhood learning environments, particularly for those children in the year before school. These activities will represent the students’ learning of the material studied in this unit, and are expected to demonstrate the development of children’s understanding of mathematics in an early childhood context. Note that students will need to gain access

(about once a fortnight) to a few children aged 3-5 and to their parents occasionally. (30%)

Task 3 requires the creation and presentation of a group project that shows effective mathematics learning strategies appropriate for children in an early years setting. The presentation will be developed from the interactions with children and their families in Task 2. (30%)

Assessment will total 4000 words or equivalent.

## ECE303 – CHILDREN AS INDIVIDUALS

Offered at: (B) (G,X-WEXP) (W,X-WEXP)

Credit point(s): .75

Offerings: Trimester 1

EFTSL value: 0.094

Cohort rule: (For students enrolled in courses E420 and E421 only)

Unit chair: B Yim

Corequisite: ECE302

Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).

### CONTENT

This unit will undertake study of the current understandings of childhood development. It will focus on individuals with physical, cognitive or emotional differences and abilities. It will examine differences created by social structures such as family, class, gender and culture. Approaches to catering for children with delayed development, exceptional ability, emotional or behavioural problems will be provided for critical reflection and discussion. Major theoretical perspectives will be examined.

### ASSESSMENT

Two assessments: 60%, 40%

Task 1: Portfolio (individual) (60%) Students will undertake an examination of their own development from birth to adolescence, tracking the main milestones and identifying the influences that have impacted on that development. This will be supported by reference to theories of child development.

Task 2: A focus study and report (40%) Students will undertake a small inquiry-based study that will be informed by the current literature, including major theories of child development, and observations

in early childhood centres to develop knowledge about individual differences and possible strategies for approaches for learning and teaching.

Assessment will total 4000 words or equivalent.

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## ECE306 – YOUNG CHILDREN’S ART AND DRAMA

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E420 and E421 only)*

*Unit chair: J Grenfell*

*Campus contact: J Raphael (B), J Grenfell (G,X-WEXP) (W,X-WEXP)*

*Corequisite: ECE307*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

The content is organised around key arts education theoretical frameworks that include ways of knowing and feeling in the arts and their relevance to early childhood education; engaging the children’s sensory and aesthetic perception through arts related auditory, visual tactile and kinaesthetic experiences; exploring the concept of multiple intelligences through visual-spatial imagery and kinaesthetic / body activities; and developing divergent thinking processes. Through practical experiences in Drama and the Visual Arts, students devise ways to foster imaginative and creative play through which young children, by exploring, imagining, experimenting and thinking, express ideas about themselves and their worlds. For example, students will develop Visual art and Drama activities that promote concept and language development (e.g. form, texture, balance, colour, shape, light, reflection and symmetry), and that encourage the expression of ideas through puppet making, 2D and 3D constructions, interpreting stories and role plays. They will respond to artworks and performances, including their own and those of others.

This unit will identify teaching approaches and strategies for supporting learning in early childhood settings and will demonstrate, through practice, how

young children develop their creative and aesthetic understandings. Students will plan and implement a set of learning activities. As part of their professional practice, they will explore current trends in Arts education research and practice as well as teacher reference and curriculum documents relevant to Arts teaching with young children.

### ASSESSMENT

Two assessments of equal weighting:

Task 1: Portfolio. Undertake small inquiry-based tasks that can inform knowledge about teaching and management in pre-school institutions in the field of arts education and specifically Drama and Visual Art. (50%)

Task 2: Developing an Arts (Drama and Visual Art) Unit of Work for children in pre-school environments. This encompasses the planning of an arts teaching program that includes making in the arts and responding to arts experiences through integrated activities in the pre-school environment. (50%)

Assessment will total 4000 words or equivalent.

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## ECE307 – PROGRAM PLANNING AND EVALUATION

*Offered at: B, G(X-WEXP), W(X-WEXP)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in courses E420 and E421 only)*

*Unit chair: J Moles*

*Corequisite: ECE306*

### CONTENT

The content of this unit will include:

- Formats that can be used in program planning and for scaffolding of programs to support language, conceptual, physical, social and emotional development;
- Links to relevant web-based resources; and
- Pre-school curriculum documents from Australian states, or web links to these.

Participants will develop a week’s program for use in a pre-school setting. Its presentation will involve the use of multimedia and its features will be suitable for use in a professional presentation to a kindergarten community group (e.g., management committee, parents, community evening). The program will be built on evidence of the children’s cognitive development and will demonstrate students’ knowledge of varied



aspects of early childhood pedagogy, as introduced in units to date. The content will include plans for evaluation of the strengths and limitations of the program, including input from parents and relevant professionals (e.g., child psychologist, community librarian, disabilities officer, Koorie educator).

The DSO resources will include interviews with experienced kindergarten, long day care, and primary school teachers about their program development and program evaluation.

### ASSESSMENT

Assignment No. 1:

An Inquiry and critical evaluation task, 50%  
Based on your observations and reflections from your placement, current or previous teaching experience in an early childhood education and care setting, identify and discuss the potential learning available in a learning area that is of interest to you. The potential learning that you identify could include academic (maths, literacy, science, music, creative arts), social and emotional or competencies-based learning. Using current literature, discuss how children's learning could occur and which areas of knowledge, skills and competencies could be strengthened. From these, select one specific area of knowledge, a skill or competency and provide at least three examples of teaching practices that could enhance a child's learning. Use current literature to support your choice of practices. Specify the age-group you are considering in your discussions.

Assignment No.2:

Portfolio development and reflection, 50%  
Part A: Portfolio development, 25%. From your observations and assessment of children's development and learning, with the written consent of a parent (see consent form) develop a learning profile. The purpose of the profile is to document the progression of the child's learning over a four week period.

Your task is to:

- Observe the child for at least three days and note the curriculum areas he or she engages in, the knowledge, skills and competencies they demonstrate and the interests they show.
- Document the learning areas you have observed. For example: social skills, emotional competencies, maths, literacy, science, problem solving (creative thinking) including cognitive skills such as hypothesising, constructing working theories, metacognitive thinking) visual arts, music, physical skills.
- Notice a child's engagement within the centre.
- Recognise the learning occurring during across the curriculum areas. Analyse the child's work to see if there are patterns in areas of learning that are emerging. Write at least three learning stories over the four week period. Using the following format, show how the child demonstrated their knowledge, skills or competencies and show continuity by linking to previous learning events

where similar learning was shown: Learning story with.....Date.....Teacher This is what happened and how it links to previous learning: (What the teacher noticed and the learning they recognised) In this learning experience you showed us that you.....(describe academic or social learning or competencies) This is how demonstrated that you.....(dispositions) Our next step is..... Respond by developing a programme plan for ways to extend one significant aspect of the child's learning and using their interests as a context for your plan.

Part B: Critical reflection, 25%. Using an essay format, critically reflect on the process you have used to develop your profile. Support your reflections with scholarly references.

## ECE308 – YOUNG CHILDREN'S MOVEMENT AND MUSIC

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E420 and E421 only)*

*Unit chair: F Phillips*

*Corequisite: ECE309*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

This unit aims to broaden and deepen the student's knowledge of the theoretical and practical aspects of the role that music and movement plays in early childhood development and learning. Students will explore the creative use of singing, playing, creating and moving, and develop musical repertoire appropriate for children in their early years.

### ASSESSMENT

Three assessment tasks weighted in the following way:

Task 1: ICT Portfolio Item (20%)

Task 2: "Soundmaker" portfolio item and essay (40%)

Task 3: Development of an audio resource with accompanying activities designed for use in a range of early childhood education settings (40%)

## ECE309 – CRITICAL ISSUES IN SAFETY AND CHILD PROTECTION

Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): .75  
 Offerings: Trimester 2

EFTSL value: 0.094  
 Cohort rule: (For students enrolled in courses E420 and E421 only)  
 Unit chair: L Laskey  
 Corequisite: ECE308  
 Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).

### CONTENT

In this unit, students will be introduced to relevant legislation, policies and practices essential to securing children's safety, with children's rights and professional ethics forming a conceptual framework. Child maltreatment and child protection will provide a major focus together with appropriate responses via policies, ethical practices, statutory requirements and preventive curriculum work. Attendant professional roles and obligations will be considered. Key topics include:

- children's rights and the UN Convention on the Rights of the Child
- Australian Early Childhood Association's Code of Ethics: professional implications
- child maltreatment and its impact on child development, eg trauma and learning
- professional and legal responsibilities for notification and support
- types of child maltreatment, their dynamics and availability of community resources
- recognising indicators of child abuse; receiving disclosures of abuse; responding appropriately
- child abuse prevention; policy, protocols and personal safety teaching

### ASSESSMENT

Assessment 1: Response to Ethics, safety and children's rights, 40%; (1750 words)  
 Assessment 2: Case Studies, 50%; (2000 words)  
 Assessment 3: Participation, 10% (250 words)

### PRESCRIBED TEXTS

Briggs, F and Hawkins, R.1997, Child Protection , A guide for teachers and childcare professionals, Sydney: Allen and Unwin.

## ECE310 – TRANSITION CASE STUDY

Offered at: (B,X-WEXP) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 2  
 Offerings: Trimester 3

EFTSL value: 0.250  
 Cohort rule: (For students enrolled in courses E359, E420 or E421 only)  
 Unit chair: J Mousley

Note: This unit is offered in WEXP mode, i.e. offered off campus with intensives held on campus at Burwood, Geelong and Warrnambool. Enrolment quotas apply to this unit.

### CONTENT

This unit explores research-based and experience-based issues in transition between different levels of early childhood education, from childcare centre or kindergarten to school. Reading, discussions, interviews with parents, interviews with teachers at various early childhood levels, and on-line presentations by specialists will be used to identify key elements for individual case studies. Training in ethical considerations and methods of data collection will also be undertaken. Students will contribute to an annotated bibliography using social software, and present an oral case study proposal to a peer-professional panel. They will then undertake and submit a case study of a child making a transition between levels of early childhood education. An open book knowledge assessment task will focus on how early childhood teachers can cater for individual differences.

### ASSESSMENT

Task 1: Annotated bibliography 20%  
 Task 2: Professional knowledge assessment 10%  
 Task 3: Oral case study progress report 10%  
 Task 4: Individual case study report 60%

Assessment will total 8000 words or equivalent (2 credit points).

## ECE400 – CULTURAL PERSPECTIVES THROUGH DANCE

Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 1  
 Offerings: Trimester 1

EFTSL value: 0.125  
 Cohort rule: (For students enrolled in courses E420 and E421 only)  
 Unit chair: J Dreessens  
 Corequisite: ECE401

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

## CONTENT

In this unit, students explore the potential of the body as an instrument of expression for children aged 0-8 years. The role of the educator is considered as a facilitator of children's creative, aesthetic, and motor development within a multicultural society. Practical movement experiences will provide the opportunity to explore a range of potential stimuli with various props, percussive instruments, display and interest tables that are developmentally appropriate and safe. Children with special needs and abilities will be considered. Resources for program planning will draw and build upon parental and community based experiences and will be developed for teaching in Indigenous and other cross-cultural contexts. To enable students to develop a stronger knowledge of program development that caters for children with diverse cultural backgrounds. To enable students to become more familiar with resources, support facilities and issues related to bilingualism, non-English speaking backgrounds, and learning English as a second language.

## ASSESSMENT

Three assessment tasks:

- Task 1: Essay towards a rationale to teach dance in inclusive childhood settings (20%, about 1000 words)  
 Task 2: Multicultural Resources Kit (30%, about 1500 words). Students will undertake small inquiry-based tasks that can inform knowledge about multiculturalism in early childhood settings and submit responses as a "kit" that will contribute to their professional portfolios.  
 Task 3: Group work practical presentation and individual practical tasks (50%)  
 Written assessment tasks will total about 2500 words.

## ECE401 – ADVANCED MANAGEMENT OF YOUNG CHILDREN'S BEHAVIOUR

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Cohort rule: (For students enrolled in courses E420 or E421 only)*

*Unit chair: L Laskey*

*Corequisite: ECE400*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

## CONTENT

This unit aims to introduce developmentally responsive approaches to the promotion of prosocial behaviours in early childhood settings. Students are encouraged to explore children's behaviour as communication and to develop strategies and environments which support children's emerging capacities for self-regulation. Topics include: the major dimensions of social-emotional development, for example, temperament, attachment, self-concept, empathy, relationships with parents, peers and teachers, and the need to actively teach social skills (eg turn taking and sharing). Challenging behaviours are explored through the formulation of individualised behaviour management plans based on observation, analysis and interpretation and the use of positive strategies and educational planning in a manner which fosters children's ability to self-regulate.

## ASSESSMENT

1. Class Test, 250 word, 40%
2. Individualised Behaviour Plan, 1500 words, 50%
3. Participation/Presentation, 250 words, 10%

## PRESCRIBED TEXTS

Porter, L 2008, *Young Children's Behaviour*, 3RD edn, MacLennan and Petty, Elsevier, Sydney

## ECE402 – PROMOTING SCIENCE AND ENVIRONMENTAL AWARENESS

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Cohort rule: (For students enrolled in courses E420 or E421 only)  
 Unit chair: C Campbell  
 Corequisite: ECE403*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural*

*Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

The content is organised around key science concepts developed by babies, toddlers and pre-school children as well as in the early years of schooling. A range of issues are addressed: science understandings relevant to the early childhood settings, the nature of science and its relationship to society and the environment, the nature of learning in science and the environment, teaching approaches and strategies for linking science with the other curriculum areas, assessing children's understandings, contemporary issues in curriculum provision and the teaching of science and the environment. Aspects of science that are relevant to early childhood and primary educators are presented – for example, investigation of living things, materials, properties of water, air, electricity and magnetism, light, sound. Environmental concepts are integrated throughout the program. This unit will identify teaching approaches and strategies for supporting learning in early childhood settings. It will demonstrate, through practical activities, how young children develop their scientific and environmental understandings.

### ASSESSMENT

Three assessments: 20%, 30%, 50%

**Task 1:** Portfolio activities. Students prepare a detailed portfolio of activities, comprising their individual and/or group responses to set tasks within each topic (20%)

**Task 2:** Probing children's understandings. This is a report based on an interview with young children to determine their existing understandings of science or the natural environment. Students should note that they will need access to children aged between 3 and 7 for this activity. (30%).

**Task 3:** Teaching for Quality Learning in Science. This is a report that documents the development of a series of science activities which will be undertaken with a small group of children. The report will contain an analysis of children's developing understandings, an assessment of the teaching strategies employed and an evaluation of the effectiveness of the unit of work. (50%)  
Assessment will total 4000 words or equivalent.

## ECE403 – DEVELOPING PARTNERSHIPS

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E420 or E421 only)*

*Unit chair: J Moles*

*Corequisite: ECE402*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

This unit pertains to the development of student knowledge relating to the multiple collaborative roles of early childhood educators in conjunction with colleagues, allied professionals and parents. Communicative and consultative skills are addressed through the various responsibilities of early childhood educators including teaching, consultancy, child advocacy and the development of family partnerships. Attention will also be drawn to the range of communicative interactions that can promote or detract from effective interpersonal communication.

- the context for delivery of early childhood services including the roles of health, education, medical and paramedical professions
- the roles of families and communities, including an awareness of diversity in family structures and dimensions
- developing relationships with parents and fostering parental participation in programs
- positive professional communication: skills including non-verbal behaviour, empathic listening, problem solving and conflict resolution
- applying such skills in difficult situations, for example, assisting parents where developmental delay may be an issue
- the role of the early childhood educator in child advocacy including referral and collaborative interagency work
- developing professional support networks including professional groups, cluster management and associations

**ASSESSMENT**

Two assessments of equal weighting:

Task 1: Students will complete inquiry based tasks requiring an exploration of current literature and a reflection on the contemporary role of professional partnerships or professional community networks in early childhood education. This will be further explored by their interviewing and reporting on the views of three colleagues working in this area. (50%)

Task 2: Students will complete a literature review on proficient communication skills. This knowledge will be applied in a relevant early childhood education scenario for example, the development of an in-service presentation for colleagues on child advocacy or working with parents where a child has developmental issues. (50%). Assessment will total 4000 words or equivalent.

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## ECE405 – INQUIRY INTO SOCIAL AND CULTURAL DEVELOPMENT

Offered at: (B) (G,X-WEXP) (W,X-WEXP)  
 Credit point(s): 1  
 Offerings: Trimester 2

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E420 or E421 only)*

*Unit chair: E Rouse*

*Corequisite: ECE406*

*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

**CONTENT**

This unit explores the development of young children's social and cultural understandings through engagement with contemporary theory, policy and practices. Pedagogical approaches which position young children as active and inquiring local and global citizens will frame this unit. Topics include diverse socio-cultural identities; sustainable relationships (individuals, families, community and the environment); changing communication and representations due to technology and globalisation.

**ASSESSMENT**

Two assessments of equal weighting:

Task 1: Portfolio. Students design and undertake small inquiry-based tasks that draw on both the current literature in social and cultural development and on their experiences of early childhood settings (50%).

Task 2: Students will complete an individual or group PowerPoint (or similar) presentation which displays and communicates the findings from task one, together with an application of a sample program topic (e.g. relationships/environment/community) (50%).

Assessment will total 4000 words or equivalent.

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## ECE406 – RESEARCH ON ORGANISATION OF EARLY CHILDHOOD SETTINGS

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E420 or E421 only)*

*Unit chair: A Morrissey*

*Corequisite: ECE405*

*Note: This unit is delivered in Wholly Online mode.*

**CONTENT**

This unit offers students an overview of professional issues and management processes in preparation for their entry to the early childhood profession. An awareness of the history of the profession is fostered together with an appreciation of its contemporary position and policy context within Australian society. Management functions and approaches are addressed with a view to developing competence in staff and parent relationships, financial management, ICT and communications. The establishment of links to and partnerships with families, professional groups and services underpins this unit.

**ASSESSMENT**

Task 1: Assignment based on interview with a Childcare Director and reflections 50%

Task 2: On-line test based on course readings 10%

Task 3: On-line test based on course readings 10%

Task 4: On-line test based on course readings 10%

Task 5: Practical task on professional development planning 20%

## ECE407 – CHILD, FAMILY AND COMMUNITY HEALTH AND PHYSICAL DEVELOPMENT

*Offered at: (B) (G,X-WEXP) (W,X-WEXP)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in courses E420 or E421 only)*  
*Unit chair: L Wishart*  
*Contact hours: The Early Childhood Course at Burwood (City Program) requires the students to attend on a weekly basis i.e. Full-time students attend on a Thursday and Friday throughout the trimester, and Part-time students attend on a Friday throughout the trimester. The students undertaking the Rural Program out of Geelong and Warrnambool undertake the majority of their studies off-campus but attend Intensives 3 times a trimester for 2 days (Full-time students) and 1 day (Part-time students).*

### CONTENT

The unit provides an overview of the theories of development in early childhood, with an emphasis on physical development and the significant influences on development, health and well-being at this stage of the life span. The unit is designed to provide students with the knowledge and skills to examine theory and practices and apply these to programs that enhance safety, health and development in early childhood. In developing the programs students will critically explore community, social and cultural matters that impact on early childhood education.

### ASSESSMENT

Two assessments: 40%, 60%

Task 1: Portfolio. Students undertake small inquiry-based tasks that can inform knowledge about teaching and management in pre-school institutions (40%).

Task 2: Program development and presentation. The task will consist of two sections. Section one will require research into the significant developmental and environmental factors that enhance early childhood health and physical development in a formal early childhood learning environment. The second section of the task is the development of a program or unit of work with teaching and learning strategies. Students will deliver a presentation on a selected topic negotiated with the lecturer. The program will be presented to peers (60%).

Assessment will total 4000 words or equivalent.

## ECE410 – VALUING EXPERIENCE: EARLY CHILDHOOD MANAGEMENT AND LEADERSHIP

*Offered at: (B, X-WEXP) (G, X-WEXP) (W, X-WEXP)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*Cohort rule: (For students enrolled in courses E420 or E421 only)*  
*Unit chair: C Roy*

### CONTENT

This unit will give students industry experience related to the early childhood profession. Students will be assisted in finding appropriate placements in settings where they can learn more about management and leadership in varied setting where there is a focus on early childhood education. Placements need to be approved as able to provide work experience that will help broaden students' knowledge of, and experience with leadership and management in areas related to early childhood.

## ECE411 – VALUING EXPERIENCE: PROFESSIONAL ADVOCACY

*Offered at: (B, X-WEXP) (G, X-WEXP) (W, X-WEXP)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, Trimester 2 or Trimester 3*

*Cohort rule: (For students enrolled in courses E420 or E421 only)*  
*Unit chair: C Roy*

### CONTENT

This unit will give students industry experience related to the early childhood profession. Students will be assisted in finding appropriate placements in settings where they can learn more about and/or practice professional advocacy. These include state, regional, and cluster offices; professional associations; union offices, child care or kindergarten management committees or parent and community organisations; local and regional press offices; TAFE and other RTO providers; health and social advocacy agencies; professional networks; parent associations; and migrant services. Placements need to be approved as able to provide work experience that will help broaden students' knowledge of, and experience with leadership and management in areas related to early childhood.

### ASSESSMENT

Provision of proof of attendance and participation for at least 35 hours is sufficient to attain an Ungraded Pass (UP).

## ECE761 – EARLY CHILDHOOD PEDAGOGY, CURRICULA AND PROGRAMMES

*Offered at: (B, G-WEXP)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Morrissey*  
*Corequisite: Must be enrolled in course E760*  
*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will examine past and present early childhood theorists and contexts to determine the manner and extent to which ideas about childhood, children and teaching have been influential in shaping the practice of early childhood educators. The unit investigates the ways in which children's prior experiences shapes their interactions with their environments; it outlines the key characteristics of creative environments; and it provides opportunities for students to work with diverse media and materials in the construction of creative and rich learning environments.

### ASSESSMENT

Task 1 50%  
 Critical reflection on a curriculum model.

Task 2 50%  
 Planning and evaluation of a learning environment.

Hurdle Task 1 – Reflection on outdoor learning environments and participation in DSO discussion.

Hurdle Task 2 -  
 Option A: Attendance at a Gowrie 'Theory into Practice' Session  
 Option B: Infant/Toddler Environmental Checklist

## ECE762 – LANGUAGE AND LITERACY

*Offered at: (B, G-WEXP)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Paatsch*  
*Corequisite: Must be enrolled in course E760.*  
*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics covered in this unit include how infants, toddlers and young children develop language and literacy skills; the influence of family and community contexts on children's acquisition of language; pedagogical strategies for addressing and promoting children's literacy; programming for language and literacy activities; identifying and utilising appropriate resources to further language and literacy development with children birth to five years in early childhood settings.

### ASSESSMENT

Task 1 10%  
 Short answer or multiple choice quiz on key concepts

Task 2 60%  
 Portfolio of inquiry based tasks

Task 3 30%  
 Small group oral presentation based on research on a negotiated issue

## ECE763 – SCIENCE AND ENVIRONMENTAL AWARENESS

*Offered at: (B, G-WEXP)*  
*Offerings: Trimester 2*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: C Campbell*  
*Campus contact: C Campbell (G), W Jobling (B)*  
*Corequisite: Must be enrolled in course E760.*  
*Incompatible with: ECE402*  
*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with key pedagogical and theoretical knowledge related to the teaching of science and environmental understandings to children in early childhood educational settings. Students will engage with relevant curriculum documents and develop teaching strategies appropriate to the teaching of science and environmental understanding.

### ASSESSMENT

1. Probing Children's understandings, 1800 words 30%

2. Teaching for Quality Learning in Science and other disciplines – Research Reports, 3000 words 50%

In this assignment, your task is to observe the normal practice in an early childhood centre. With educators linking their practice to the new Frameworks, you are to look for how they have incorporated this into practice. Across several weeks, select two or three examples of children exhibiting new learning through play. This learning can be related to science, the environment or another discipline area. This play can be with or without an adult present. Try to select 3 illustrations which are quite different in the activity or type of play occurring and also in the nature of the learning that occurs. Post on DSO a 300 word piece about each 'illustration' so that other students in the unit can picture the type of learning-through-play which you have described. Remember to describe: what the children are doing, who are involved, what they are saying, what others are saying to them. Include the evidence which shows this learning. In addition, you are expected to respond to at least 3 posts by other students to elaborate or draw attention to where this links to the EYLF and what promoted those learning opportunities eg resources, teacher questions, teacher scaffolding, children as peer tutors, question stimulus. Be clear about the interplay between the tasks, resources and the learning. The six posts, equivalent to 1800-2000 words, will be assessed on the quality of the response and how it attends to the above requirements. The time taken for your observations and your anecdotal notes will comprise the equivalent of the additional 1000 words.

3. Four tutorial/On-line responses, 1200 words 20%

## ECE764 – YOUNG CHILDREN'S MATHEMATICS

*Offered at: (B, G-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B Doig*

*Corequisite: Must be enrolled in course E760.*

*Incompatible with: ECE302*

*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Pre-service teachers will explore a range of effective teaching strategies and learning experiences to further infants', toddlers and young children's mathematical understandings, such as concepts of number, space and measurement. Students will be introduced to appropriate strategies to assess young children's mathematical thinking.

Topics to be covered in this unit include:

- research in children's mathematical development
- assessment and planning for children's mathematical learning
- introducing key mathematical concepts through developmentally appropriate learning activities
- knowledge of appropriate resources to build children's understandings of mathematics

### ASSESSMENT

Task 1 40%

Review of current research on children's mathematical understandings and teaching strategies to help children develop key mathematical concepts.

Task 2 60%

Using the research, students will plan, teach and evaluate a sequence of appropriate mathematical activities using relevant resources based on children's interests, for individual and whole groups in early childhood settings.

## ECJ411 – LANGUAGE, DANCE, DRAMA AND HUMANITIES, SOCIETIES AND ENVIRONMENTS EDUCATION

*Offering information: Pipelining from 2010- for continuing students only.*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Hutchison*

*Corequisite: ECJ412*

*Incompatible with: ECL400, ELE501, ECA551*

*Contact hours: 4 contact hours per week*

### CONTENT

The unit attends to issues relevant to teaching of students (Prep to Year 6), with an interdisciplinary approach to literacy learning in the early years, social education and creative and performing arts. The unit content and assessment tasks will attend to general issues for language education, literacy, dance and drama, and social education, literacy development in particular the early years, and developing a variety of meaningful rich learning tasks for young children. The teaching of this unit occurs in a variety of learning environments including schools and other educational settings.



**ASSESSMENT**

There are two assignments for this unit, both of equal value (50% each).

One assignment is presented as a series of tasks based on readings and class activities that require students to document, discuss/critique current strategies in light of contemporary theory.

The other assignment requires students to develop interdisciplinary teaching and learning activities and to reflect on their teaching practice in the light of theory. Assessment will total 4000 words or equivalent.

**PRESCRIBED TEXTS**

Marsh, C. (2008). (Ed). (5th Edition) *Studies of Society and Environment: Exploring the Teaching Possibilities*. Pearson: Malaysia.

Winch, G, Johnston, R, Holliday, M. Ljungdahl, L & March, P. (2003) 2nd Edition. *Literacy Reading, Writing and Children's Literature*, Oxford University Press: Sydney.

Russell-Bowie, R (2005) *MMADD about the arts!* Pearson / Prentice-Hall.

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## **ECJ412 – HUMANITIES, SOCIETIES AND ENVIRONMENTS, LANGUAGE, MUSIC: EDUCATION**

*Offering information: Pipelining from 2010- for continuing students only.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E455 or E460 only)*

*Unit chair: D Bateman*

*Corequisite: ECJ411*

*Incompatible with: ECA551, ECL500, ELE501*

*Contact hours: 4 contact hours per week*

**CONTENT**

This unit focuses on educating students for teaching in the primary years – Prep to Year 6. It adopts an interdisciplinary approach across literacy, the creative and performing arts (Music, Drama and Drama) and Humanities, Societies and Environments Education. Students will develop knowledge and skills of the separate curriculum areas of literacy, Music, Drama and Dance and Humanities, Societies and Environments Education to build understandings of curriculum development in the primary years. Students will work with current curriculum policy such as VELs, as well as models of pedagogy to adopt an interdisciplinary approach to teaching in the primary years.

**ASSESSMENT**

There are two assignments for this unit with equal weighting.

Assignment 1: report (2000 words, 50%)

Assignment 2: report (2000 words, 50%)

**PRESCRIBED TEXTS**

Marsh, C. (2008). (Ed). (5th Edition) *Studies of Society and Environment: Exploring the Teaching Possibilities*. Pearson: Malaysia. Winch, G, Johnston, R, Holliday, M. Ljungdahl, L & March, P. (2003) 2nd Edition. *Literacy Reading, Writing and Children's Literature*, Oxford University Press: Sydney.

Russell-Bowie, R (2005) *MMADD about the arts!* Pearson / Prentice-Hall.

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## **ECJ721 – INTRODUCTION TO TEACHING IN THE MIDDLE YEARS**

*Offered at: (G, D-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E690 only)*

*Unit chair: D Blake*

*Contact hours: This unit is taught off-campus however students will be required to attend short on-campus intensives.*

**CONTENT**

Topics to be addressed in this unit include: Using the VIT Standards for Graduating Teachers as a frame of reference for understanding and accommodating your own needs as a beginning teacher, including:

An overview of:

- Contemporary theories of learning and adolescent development with a particular focus on how young people in the middle years learn best;
- Current research informing teaching and learning in the middle years of schooling;
- Contemporary issues and debates related to learning in the middle years, including: students' engagement, inclusivity and diversity, and literacy and numeracy.

An exploration of middle years curriculum developments with a focus on:

- Current curriculum guidelines and how to access them;
- Victorian Essential Learning Standards (VELS) including core knowledge, ideas & skills; essential skills; personal & social skills etc);

- Overview of other curriculum frameworks used in the middle years, including the International Baccalaurate (IB) Middle Years program (MYP).

The organisation of educational institutions and systems:

- Structure and organisation of teaching services in Victoria;
- Structure and organisation of schools and other educational providers;

An introduction to working with young people as a teacher:

- Designing extended learning activities using applied learning and a range of activities and resources;
- Assessing students' work in the middle years using formative and summative strategies;
- Creating safe and suitable learning environments and managing students' behavior;
- Networking with teachers and others involved in the education of young people including support agencies and resource people for teachers;
- Legal issues, including duty of care;
- Working with individuals, small groups and large classes (classroom management);
- An exploration of strategies for understanding and communicating with the young adolescent learner;
- The role of information and communication technologies with students in the middle years.

### ASSESSMENT

**Task 1: Reflective Journal Report 1000 words (25%)**  
Students keep a journal based on their developing understanding of themselves as teachers within a youth-oriented teaching environment. The journal should then be used to prepare a report outlining a developing teaching philosophy, with reference to theoretical underpinnings and professional practices informed accordingly. The report will also focus on the teaching of students in the middle years of school education. Students are required to post at least three substantial reflections that draw from their journal and report.

**Task 2: Planning a learning activity 2000 words (50%)**  
Plan an extended learning activity that draws on at least one of your specialist teaching areas. The plan will need to consider the possible teaching areas of your placement and be submitted to the study group for critical evaluation and improvement. Components of the plan should be delivered as part of the ALTE placement and a brief report on your progress should be shared with other members of the course through at least two DSO posting. You should also include feedback gained from your supervising teachers and discuss how you might improve the activity in response to this feedback.

**Task 3: Situational Analysis 1000 words or equivalent (25%)**

Prepare a situational analysis of an educational institution locating the institution within the broader educational system. Identify resources that support the work of teachers and young people, protocols that guide professional practice and the organisational expectations of teachers and students. Students are required to describe the professional roles of teachers and educators in this institution and comment on the match between these and the student's own professional aspirations as a teacher.

### PRESCRIBED TEXTS

Groundwater-Smith, S, Brennan, S & McFadden, M 2007, *Learning in the Middle Years: More than a Transition*, Cengage, Australia. .Marsh, C 2008, *Becoming a Teacher: Knowledge, Skills and Issues*, Pearson Education, Frenchs Forest, NSW.

## ECJ722 – APPLIED LEARNING IN THE MIDDLE YEARS

*Offered at: (G, D-WEXP)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in course E690 and E760*

*Unit chair: D Blake*

*Incompatible with: ECA551, ECJ411, ECL400, ELE501*

*Contact hours: 36 hours intensive workshops*

### CONTENT

Themes and topics to be addressed in this unit include:

- Applied learning within the broader middle years teaching and learning environment;
- innovative examples of middle years applied learning pedagogy;
- strategies for developing flexible learning programs that promote depth of understanding and the development of the skills (including essential, personal and social skills), values and attributes of lifelong learners;
- Developing youth-oriented approaches to teaching which integrate applied learning and other pedagogical approaches;
- Assessment and reporting of core knowledge and cross-curriculum skills;
- Using information and communication technologies with students in the middle years
- Introduction to teaching with a community orientation:
- Identifying learning contexts beyond the school  
Establishing professional networks across the community
- Developing learning programs that draw of a range of contexts (both school and community-based)

- Identifying and managing institutional constraints to school/community based teaching and learning;
- Introduction to strategies of organisational change management and the roles of practitioners

### ASSESSMENT

Task 1: Analysis of Applied Learning, 50%

Prepare an analysis of an inspiring applied learning education program being delivered for young people in the middle years – including analysis of resources, organisation, curriculum documents, planning expectations, and implementation and assessment protocols. Your Analysis should also contain a brief reflective commentary on your own development as an applied learning teacher. This commentary should draw on your course readings to evaluate your own professional knowledge and skills in relation to those required to create and deliver successful applied learning in the middle years.

Task 2: Planning a unit of work, 50 %

Plan a four-week unit of work integrating one or both of your specialist teaching areas into a broader applied learning program. The unit plan should include an analysis of the learning outcomes using the appropriate level of the Victorian Essential Learning Standards. The unit plan will be submitted to your study group for critical evaluation and improvement, after which identified components of the planned units of work should be delivered as part of your practicum requirements.

### PRESCRIBED TEXTS

Groundwater-Smith, S, Brennan, S & McFadden, M 2007, *Learning in the Middle Years: More than a Transition*, Cengage, Australia.

Marsh, C 2008, *Becoming a Teacher: Knowledge, Skills and Issues*, Pearson Education, Frenchs Forest, NSW.

## ECJ723 – APPLIED LEARNING IN THE POSTCOMPULSORY EDUCATION AND TRAINING SECTOR

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E690 and E760 only)*

*Unit chair: C Schulz*

*Incompatible with: ECA551, ECJ411, ECL400, ELE501*

*Contact hours: 36 hours intensive workshops*

### CONTENT

Topics to be addressed in this unit include:

- Adult learning principles and the young adult learner
- Teaching and learning for vocational outcomes – careers, pathways and the post-compulsory curriculum Vocational learning curriculum designs and frameworks available in the post-compulsory sector:
- Victorian Certificate of Applied Learning (VCAL) Vocational Education and Training (VET) and the National Training System;
- Certificate of General Education for Adults
- Enterprise based and vocational learning in the post-compulsory sector
- An exploration of assessment and reporting strategies appropriate to a post-compulsory applied learning environment integrating youth literacy and numeracy enhancement programs into vocational learning courses.

### ASSESSMENT

Assignment 1: Vocational Unit of Work 40%

In consultation with professional colleagues from educational institutions, community-based organisations or industry, and based around your own specialist teaching area/s, plan a vocationally based unit of work (of approximately 4 weeks duration) which will meet the requirements of selected units from either VCAL Work Related Skills or VCAL Industry Specific Skills strands. Your unit of work must meet all accreditation and quality requirements for delivery within an education institution (secondary school, TAFE Institute, ACE provider, other Registered Training Organisation or education provider). 2000 words

Assignment 2: Action Research Project 60%

In collaboration with post-compulsory education providers, and working in study groups of 2–3, student teachers will develop a proposal for an action research project to investigate and contribute to a specific issue related to teaching for vocational learning in the post-compulsory sector. The project may be integrated with your professional teaching experience placements or the teaching component of Assignment 1 above. The issues you explore might investigate professional challenges or dilemmas that you have encountered during your pre-service training, or they might relate to broader issues. 2000 words

### PRESCRIBED TEXTS

You will need to have a copy of the following curriculum resource, which can be downloaded from the VCAA site at [http://www.vcaa.vic.edu.au/vcal/Publications/Publications/VCAL\\_CPG\\_Wk\\_rel\\_skills.pdf](http://www.vcaa.vic.edu.au/vcal/Publications/Publications/VCAL_CPG_Wk_rel_skills.pdf) Victorian Curriculum and Assessment Authority 2007, Victorian Certificate of Applied Learning Curriculum Planning Guide: Industry Specific Skills Strand and Work Related Skills Strand, VCAA, Victoria. Victorian Curriculum and Assessment Authority 2005, VCAL Curriculum Planning Guide Personal Development Skills Strand, VCAA, Victoria. Marsh, C 2008, *Becoming a Teacher*, 4th edn, Pearson Education, Frenchs Forest, Australia.

## ECJ724 – TEACHING FOR PATHWAYS INTO TERTIARY STUDY

Offered at: Trimester 1 2012 (G/D-WEXP)

Credit point(s): 1

EFTSL value: 0.125

Cohort rule: (For continuing students enrolled in course E690 course, and E760 only)

Unit chair: C Schulz

### CONTENT

This unit is designed to expand knowledge and skill as applied learning teachers in the VCE. The unit will enable you to develop teaching knowledge and skills in the context of one or both specialist teaching areas, with a clear focus on the curriculum requirements of the VCE as it is aligned to entrance to tertiary study, including entrance requirements for courses at TAFE institutes and universities at AQF diploma level and above. The unit focuses on pedagogies appropriate to the post-compulsory sector but with an emphasis on studies in the VCE, including VCE VET subjects and other VCE subjects as relevant to your specialist teaching areas.

### ASSESSMENT

Task 1: Analysis of Applied Learning

Students analyse curriculum content knowledge and assessment requirements of two VCE/VCE VET in VET sequences and undertake a summary audit of the content compatible with identify those areas that provide opportunities to use applied learning teaching approaches (2000 words – 50%).

Task 2: Applied Learning proposal

Students prepare a detailed applied learning proposal for delivery in of the VCE/VCE VET in VCE subjects (2000 words – 50%).

### PRESCRIBED TEXTS

Marsh, C. 2008, *Becoming a Teacher* 4th Ed., Pearson Education Australia, Frenchs Forest.

Warner, D. 2006, *Schooling for the Knowledge Era*, Australian Council for Educational Research, Camberwell Victoria.

## ECL210 – MULTILITERATE LEARNERS IN EARLY YEARS ENVIRONMENTS

Offered at: (B, G, W)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (For students enrolled in course E359 only)

Previously: *Language and Literacy: The Early Years*

Unit chair: L Paatsch

Campus contact: S Ohi (B), L Paatsch (G), T Redpath (W)

Prerequisite: Students must pass at least 5 units at first year before progressing to second year level.

Incompatible with: ECL200 or ELE123 Primary Language Education 1

Contact hours: 3 contact hours per week – combination of lectures, tutorials and University and field-based workshops.

### CONTENT

This is the second in a four-unit sequence within the BEd (Primary) degree designed to prepare primary school teachers of literacy and English in the information age. This unit examines the development of listening, speaking, reading and writing/creating print, digital and multimodal texts in the early years of schooling (Prep-2). Through fieldwork in young learners' homes and schools, and engagement with theoretical frameworks, students research the needs of diverse young literacy learners and contemporary literacy and English teaching practices in the early years of schooling. Students engage with a variety of pedagogical and assessment approaches and explore a range of literacies encountered by young learners including visual and digital literacies. Reflection on personal learning and performance is a core aspect of the unit.

### ASSESSMENT

There are three assignment tasks:

1. Engagement with an early years learner 40%
2. Engagement with an early years teaching program 40%
3. Group Wiki Presentation 20%

### PRESCRIBED TEXTS

Hill, S., (2006) *Developing Early Literacy: Assessment and Teaching*. Eleanor Curtin: Prahran, VIC

## ECL302 – LITERACY ACROSS THE CURRICULUM

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: (For students enrolled in courses D342, D344, D345, D347, D349, D384, D389 and E377 only)

Unit chair: G Auld

Incompatible with: EEL302

Contact hours: 3 contact hours per week

### CONTENT

This unit aims to develop students' awareness of the role of language and literacy in learning, introduce them to the reading and writing processes, broaden

their understanding of the language demands of their particular teaching area and equip them with strategies to develop students' language. It will focus on: definitions of language and literacy; theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; second language learning and the second language learner; the language of texts and genres across KLAs, the development of teaching strategies which promote oral language in small group and large group settings and language and technology.

#### ASSESSMENT

Two assignments:

Assignment 1: A written report on the analysis of teaching texts (60%).

Assignment 2: A choice of a class presentation (40%). Assessment will total 4000 words or equivalent.

## ECL310 – MULTILITERATE LEARNERS IN MIDDLE YEARS ENVIRONMENTS

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously: Developing Language and Literacy: The Middle Years*

*Unit chair: M Nelson*

*Campus contact: M Dickins (B), L Paatsch (G), T Redpath (W)*

*Incompatible with: ELE326*

*Contact hours: 3 contact hours per week – combination of University-based and online lectures and tutorials as well as fieldwork*

#### CONTENT

This is the third in a four-unit sequence within the BEd (Primary) degree designed to prepare primary school teachers of literacy and English in the information age. This unit examines the development of listening, speaking, reading and writing/creating print, digital and multimodal texts in the middle years of primary schooling (Years 3 to 6). Through fieldwork in middle years learners' language and literacy learning environments, and engagement with theoretical frameworks, students research the needs of diverse literacy learners and contemporary literacy and English teaching practices in the middle years of schooling. Students engage with a variety of pedagogical and assessment approaches and explore a range of literacies encountered by middle years learners including visual and digital literacies. Students will also critically analyse and reflect on these approaches and range of literacies to plan effective teaching

and learning programmes for middle years learners. Reflection on personal learning and performance is a core aspect of the unit

#### ASSESSMENT

Literacy Learning Profile, 50%, 2000 words

Literature-based Plan, 50%, 2000 words

#### PRESCRIBED TEXTS

Winch, G., Johnston, R., Holliday, M., Ljungdahl, L. & March, P. (2006), *Literacy Reading, Writing and Children's Literature* (3rd edition), Oxford University Press, South Melbourne, Victoria.

Green, D & Campbell, R (eds) (2003), *Literacies and Learners, current perspectives* (2nd edition), Pearson Education, Frenchs Forest, NSW.

## ECL400 – PRIMARY LANGUAGE EDUCATION 1

*Offering information: Pipelining from 2010 – for continuing students only.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E356, E365 and E356P only)*

*Unit chair: L Paatsch*

*Incompatible with: ELE452, ECL200, ECL210*

#### CONTENT

This unit focuses on teaching the early years of literacy (P–3). This unit includes: planning and teaching literacy sessions and routines within the structure recommended by local educational systems; understanding assessment strategies appropriate to early years literacy and using information derived from assessment as a basis for planning responsive teaching; the early development of language and literacy across different cultural groups and the implications of this development for home school transition; focussing on information and communication technologies as forms of literacy; identification of enjoyable and motivating resources for the teaching of early years literacy, including picture story books, trade books, and popular culture, oral and visual texts; helping learners to take a critical approach to the ideological nature of text production and consumption; and professional preparation for teaching early years literacy.

#### ASSESSMENT

This unit is assessed by six portfolio tasks submitted online:

**Task One – Small group reading observation 20%**  
Students observe and record a teacher in a primary school teaching a reading session with a small group of students in Years 1, 2 or 3.

**Task Two – Writing assessment 15%** Students assess a text written by an early years student.

**Task Three – Writing plan 15%** Students prepare a plan for a short writing mini lesson.

**Task Four – Phonemic and phonological awareness 15%** This task is based on the audio recording of a child taking a reading assessment. Students write a report for the classroom teacher about the child's abilities in phonemic and phonological awareness and give an example of a teaching activity appropriate for the child's needs and level of development.

**Task Five – Running record 15%** Students take and score a running record of the child's reading based on a child's reading.

**Task Six – Response to a picture story book 20%**  
Students choose a quality children's picture storybook or digital text, suitable for children at level 2 and design a learning centre to be used as a follow up to a shared reading of this book or resource.

role of new technologies in literacy teaching, teaching English as Second Language (ESL), Integration policies and programs, the literacy needs of Indigenous learners, inclusive teaching and learning within socio-culturally and linguistically diverse communities, working with parents, schools and wider communities. Participants consider and revisit the use of a range of assessment strategies in literacy teaching and how additional assistance in literacy can be implemented in the classroom. Emphasis is given to accessing the professional resources available and how these might support beginning teachers in their daily work, the role of professional associations, ongoing professional development and support networks available to beginning teachers.

#### ASSESSMENT

Critical Reflection, 50%, 2000 word essay  
Group Investigation and Presentation, 50%, 2000 word research report and presentation

#### PRESCRIBED TEXTS

Comber, B. & Kamler B., (2005) Turn-around Pedagogies: Literacy interventions for at-risk students, PETA, NSW,

## ECL410 – LITERACY TEACHER – RESEARCHERS IN NEW TIMES

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously: The Literacy Teacher – The Profession and the Community*  
*Unit chair: K Hutchison*  
*Campus contact: K Hutchison (B), M Wells (G), T Redpath (W)*  
*Prerequisite: ECL210, ECL310*  
*Contact hours: 3 contact hours per week – combination of University-based and online lectures and tutorials*

#### CONTENT

This is the fourth in a four-unit sequence within the BEd (Primary) degree designed to prepare primary school teachers of literacy and English in the information age. The unit emphasises the development of research skills as a key dimension of effective literacy teaching. The content of this unit is focused on the development and articulation of each student's personal theory of literacy teaching and learning, through critical engagement with empirical research and reflective practice. Students examine and critique current issues associated with the teaching of Literacy including the

## ECL461 – ENGLISH EDUCATION A

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in courses D347, E360, E365 and E455 only)*  
*Literature studies sub-major or equivalent and at least two credit points in language/linguistics studies are strongly recommended*  
*Unit chair: J O'Mara*  
*Prerequisite: Literature studies sub-major or equivalent and at least two credit points in language/linguistics studies are strongly recommended*  
*Incompatible with: ELE404*  
*Contact hours: 3 hours per week or off campus equivalent*

#### CONTENT

The unit examines issues in the teaching of language/English curriculum in the middle and final years of compulsory education, linking to work completed in the early years of schooling and looking forward to the teaching of English at senior levels. There are four interrelated studies comprising development of oracy and literacy skills, English curricular models, teaching literature/cultural studies in both print and non-print forms and the analysis of language development theories. Attention will also be given to the study of the relationships between language and learning.

**ASSESSMENT**

Assessment comprises the following:

A group oral presentation of approximately half hour duration (50%);  
A major assignment linking theories of English teaching to classroom practice in the English area (50%).  
Assessment will total 4000 words or equivalent.

**PRESCRIBED TEXTS**

English Education A Readings, 2005, Deakin University Press, Burwood.  
Sawyer, W., and Gold, E. 2004, Reviewing English in the 21st Century, Phoenix Education, Melbourne.

**ECL462 – ENGLISH EDUCATION B**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J O'Mara*  
*Prerequisite: ELE404 or ECL461*  
*Incompatible with: ELE405*  
*Contact hours: 3 hours of seminar/tutorial per week for on-campus students*

**CONTENT**

The unit focuses primarily on the teaching of English in the post-compulsory years, with particular, but not exclusive, reference to senior English and Literature. It consolidates work completed in curriculum studies in ELE404/ECL461, particularly in relation to oracy, the teaching of texts and the development of response in the senior years, the presentation of issues and argument and the further development of writing. Models of assessment and reporting at this level will be examined, and major external influences and issues affecting the English curriculum, past and present, will be reviewed.

**ASSESSMENT**

Assessment will be two set tasks and observations, including one major assignment linking theory and practice (60%), and a minor assignment (40%).  
Assessment will total 4000 words or equivalent.

**PRESCRIBED TEXTS**

English Education B: Reader 2005, Deakin University Press, Geelong

**RECOMMENDED TEXTS**

Literacy Learning in the Middle Years, II.2, June 2003, Special IFTE Edition  
Doecke, B and Parr, B. Writing = Learning, 2005, AATE/Wakefield Press, Adelaide

**ECL469 – LANGUAGE DEVELOPMENT AND NEW TECHNOLOGY**

*Offering information: This unit is offered in alternating years: 2013, 2015*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: For students enrolled in courses D342, D344, D389, E356, E365, E377, E455 only.*  
*Unit chair: J O'Mara*  
*Incompatible with: ELE621*  
*Contact hours: 3 hours per week or off campus equivalent.*

**CONTENT**

This exciting unit considers the implications of new technology for primary and secondary English teaching. The course involves an exploration of new information and communication technologies such as computer games, social software, web 2.0 etc. We consider how these technologies are changing the nature of language development and usage as well as an investigating how teachers might draw upon their students' knowledge, usage and engagement with these technologies in their classroom practices. While the unit is directed most closely to teachers of secondary English and primary literacy, it is also of relevance to teachers of other secondary disciplines.

**ASSESSMENT**

Assessment will be by two set tasks, each worth 50%.

The first is a unit of classroom work that utilises new information and communicative technologies.

The second is an analytical essay, linking the practical work to the key research in the field.

Assessment will total approximately 4000 words or equivalent.

**ECL470 – CHILDREN'S LITERATURE IN THE CLASSROOM**

*Offering information: This unit is offered in wholly online mode. Attending on-campus classes is not required.*

*Offered at: (ONLINE)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Student must be enrolled in course D342, D344, D347, D389, E356, E365, E377, E455, or E460.*

*Unit chair: J O'Mara*

*Incompatible with: ECL339, ECL770, ELE603*

*Note: This unit is taught through Deakin Studies Online (DSO). Weekly participation is required.*

### CONTENT

This unit examines a range of issues related to literature for young people and their implications for the primary and secondary classroom. Topics covered include picture books and visual literacy, fantasy and other worlds, issues of representation and ideology and their implications for in and out of school reading practices, and sociocultural perspectives on the teaching of children's literature. It considers issues in reading and teaching a range of literacy and popular culture texts in both print and nonprint modes.

### ASSESSMENT

Assignment 1: Teaching visual texts (2000 words, 60%).  
Assignment 2: Collation of online postings (2000 words, 40%).

### PRESCRIBED TEXTS

Bull, G & Anstey, M 2002 *Crossing the Boundaries*, Prentice Hall, Frenchs Forrest, NSW.  
*Children's Literature in the Classroom: Study Guide and Reader* 2004, Deakin University Press, Geelong.

assessments, and diagnostic and standardised tests; developing a personal theory of literacy teaching and learning and becoming a reflective practitioner.

### ASSESSMENT

There are two assignments for this unit:

#### Assignment 1:

Students complete a literacy profile of a middle years student's reading or writing using both formal and informal assessment. This profile is used as a basis for reporting to the classroom teacher on individual learning goals. (2000 words or equivalent, 50%)

#### Assignment 2:

Students prepare a unit of work based on a recent Australian children's novel or non-fiction digital resource for a middle years class. Students first complete an analysis of the text, then describe and justify a series of activities in terms of English outcomes and indicators and in terms of the way the unit includes the range of needs of the selected class. Activities must reflect the four resources model and include activities relating to listening, speaking, drama or poetry, and critical or multiliteracies. (50%)

The assessment will be criterion referenced.  
Assessment will total 4000 words or equivalent.

## ECL500 – PRIMARY LANGUAGE EDUCATION 2

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E356, E365 or E356P only)*

*Unit chair: M Wells*

*Prerequisite: ECL400*

*Incompatible with: ELE500, ECL310, ELE326, ECJ412, ECJ413*

### CONTENT

This unit focuses on literacy in the middle years (4-6). This unit includes: current middle years policies and pedagogies; curriculum planning utilising children's literature, popular culture texts, drama, poetry, email, hypertext, CD-ROMS, and newspapers; the primary-secondary transition; integrating the teaching of literacy into other key learning areas; literacy assessment and reporting using portfolios, anecdotal observations, self-

## ECL751 – PEDAGOGY IN THE GLOBALISED LANGUAGE CLASSROOM

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Arber*

*Incompatible with: ECL711*

*Contact hours: On-campus students: 2 hours of seminar/workshop per week.*

*Off-campus students: a half day study day at the Melbourne Burwood Campus.*

*Note: On-campus version subject to demand.*

### CONTENT

This unit considers the different ways that language is learned, the strategies and goals that define language teaching in the classroom and examines the ways that popular methodologies provide effective methods and techniques for teaching and learning an additional language in classrooms. The course provides an introduction to language teaching methodology including first, second and bilingual language acquisition research and sociocultural theories of language learning; innovative approaches to teaching



skills of speaking, listening, reading and writing in an additional language; holistic, communicative, task-based, needs-based approaches; planning lessons and units of work; learning styles and strategies; literacy in an additional language and classroom implications; and materials and resources. Central to the course will be ways of thinking innovatively about pedagogy in contemporary and changing language classrooms.

### ASSESSMENT

Reflections which highlight the practical implications of current theory and research submitted in logbook format (totalling 2500 words – 40%); negotiated task that demonstrates and explores the ways that language pedagogy might be strategically applied within a particular educational context in Australia or overseas (3500 words – 60%).

### PRESCRIBED TEXTS

Harmer, J. 2001. *The Practice of English Language Teaching*, 3rd edition, Longman, Harlow, Essex.  
Candlin, C. & Mercer, N. 2001. *English Language teaching in its social context*. Routledge, London.

## ECL752 – INNOVATION IN LANGUAGE CURRICULUM

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Kostogriz*  
*Incompatible with: ECL712*  
*Contact hours: On-campus students: 2 hours of seminar/workshop per week.*  
*Off-campus students: a half day study day at the Melbourne Burwood Campus.*

*Note: On-campus version and study day subject to demand.*

### CONTENT

This unit aims to develop students professionally by enabling them to take on the broader and more complex role of planning and evaluating language programs for particular second language learners and contexts. Topics include: current communicative approaches to second/foreign language curriculum, including case studies of innovative approaches to syllabus design and content; teacher and learner roles in particular political, social and institutional contexts; frameworks for planning curriculum change; planning and teaching language courses online; course materials – on paper and online; assessment, including the role of examinations; and course evaluation.

### ASSESSMENT

Critical evaluation of a sample second/foreign language program (2000 words – 40%);  
report on an agreed aspect of developing or evaluating language programs (4000 words – 60%)

### PRESCRIBED TEXTS

Hall, D. and Hewing, A. (eds) 2001) *Innovation in English Language Teaching*, Routledge, London.

## ECL753 – LINGUISTICS FOR LANGUAGE TEACHING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, X), Trimester 2 (X) and Trimester 3 (B)*

*EFTSL value: 0.125*  
*Unit chair: H Shokouhi*  
*Incompatible with: ECL713, ECL714*  
*Contact hours: On-campus students: 2 hours of seminar/workshop per week.*  
*Off-campus students: a half day study day at the Melbourne Burwood Campus.*

*Note: On-campus version and study day subject to demand.*

### CONTENT

On completion of the unit students should be able to: Summarise key issues concerning the teaching and learning of grammar; Analyze structure of spoken and written samples of their target language at all levels of language; Highlight linguistic features of texts for teaching purposes, and justify their choice; and Demonstrate the ability to assess the language ability of ESL/EFL learners at different levels of proficiency and monitor their development through stages.

Topics to be addressed in this unit include:

- Approaches to the description of language for teaching purposes;
- Language structure and language function
- Words: their formation and meanings, and teaching and learning vocabulary;
- The study of syntax (structure of groups/phrases, clauses and clause complexes), cohesive devices, thematic development, morphology and phonology;
- The teaching of linguistic features in context;
- Description of thematic development of texts and using it to the evaluation of language learners' texts.
- Analysis of learner interlanguage for diagnostic and teaching purposes.

**ASSESSMENT**

Analysis of teaching text (2500 words equivalent – 40%); analysis essay including analysis of learner text sample and a discussion of the analytic tools used (3500 words equivalent – 60%).

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## ECL755 – PROFESSIONAL PRACTICE IN TESOL OR LOTE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Macdonald*

*Incompatible with: ECL716, ECL717, ECL718, ECL720, ECL721, ECL722, ECL737, ECL738, ECL754*

*Contact hours: Introductory half day study day at the Melbourne Burwood Campus*

*Note: Study day subject to demand.*

**CONTENT**

This unit requires participants to undertake a teaching practicum in a second/foreign language classroom, and to reflect on their experience. It enables students to demonstrate their understandings of second language pedagogy gained in their study of this and other units in their course through undertaking a 22 day practicum in an appropriate TESOL or LOTE setting. This practicum meets the practical teaching requirements for qualifying as a specialist TESOL or LOTE teacher in Victoria.

Students without a teaching qualification accepted and assessed by the Victorian Institute of Teaching (VIT) should contact both Dr Ruth Arber (course coordinator) and the unit chair. This is an “invitation only unit” for non-qualified students. MTESOL students CANNOT enrol in the unit Without permission.

*Note: Participants who live outside the Melbourne metropolitan area should contact the unit chair or course coordinator to discuss how requirements can be met.*

**ASSESSMENT**

Demonstrate competency in classroom TESOL teaching (satisfactory/not satisfactory); demonstrate competence in the use of the target language (satisfactory/not satisfactory); produce a professional teaching portfolio (3500 words equivalent, 60%); and complete a report based on the practicum experience (2500 words, 40%).

**PRESCRIBED TEXTS**

Harmer, J 2001, *The Practice of English Language Teaching*, 3rd edn, Longman, Harlow, Essex.

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## ECL756 – DISCOURSE ANALYSIS FOR LANGUAGE TEACHING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, X)*

*EFTSL value: 0.125*

*Unit chair: Z Golebiowski*

*Contact hours: On-campus students: 2 hours of seminar/workshop per week.*

*Off-campus students: A half day study day at the Melbourne Burwood Campus.*

**CONTENT**

This unit demonstrates how language study at the discursive level can be applied in the language classroom. It enables participants to critically examine and apply key approaches to the analysis of spoken and written language in order to select and utilise texts for teaching purposes. Topics include: definitions of discourse and discourse analysis; perspectives on text analysis; notions of context and common ground, tools for analysis of spoken and written texts, including Grecian pragmatics, speech act theory and conversational analysis; textual coherence; the analysis of the rhetorical structure of texts; and critical language analysis for teaching purposes.

**ASSESSMENT**

Responses to theoretical and analytical activities in a logbook format (3000 words, 50%); A report including analysis of selected texts by the student and a discussion of the text analysis in relation to issues in second/foreign language teaching (3000 words, 50%)

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## ECL761 – ENGLISH EDUCATION A

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: J O'Mara*

*Prerequisite: Literature studies sub-major or equivalent*

*Contact hours: 3 hours per week or equivalent*

**CONTENT**

The unit examines issues in the teaching of language/English curriculum in the middle years of compulsory education, looking forward to the teaching of English at senior levels. There are four interrelated studies comprising development of oracy and literacy skills, English curricular models, teaching literature/cultural studies in both print and non-print forms and the analysis of language development theories. Attention will also be given to the study of the relationships between language and learning.

**ASSESSMENT**

Assessment comprises the following:

A group oral presentation of approximately half hour duration (50%);

A major assignment linking theories of English teaching to classroom practice in the English area (50%).

Assessment will total 4000 words or equivalent.

**PRESCRIBED TEXTS**

English Education A Readings, 2005, Deakin University Press, Burwood. Gwynne, P 1998, Deadly Unna, Penguin, Ringwood. Sawyer, W & Gold, E 2004, Reviewing English in the 21st Century, Phoenix Education, Melbourne.

**ASSESSMENT**

Task 1 60%

A study of your teaching of writing and of students' work, which brings together your reading and conceptual understandings around the teaching of writing, curriculum policy and guidelines in Victorian schools, your classroom teaching and your analysis of and response to students' writing in English or other subject areas.

Task 2 40%

A 20 minute digital presentation 1000 word reflection. A presentation on an investigative task, comprising a digital presentation and reflective discussion.

**PRESCRIBED TEXTS**

Doecke, B & Parr, B 2005, Writing = Learning, AATE/Wakefield Press, Adelaide.

English Education B, Reader 2005, Deakin University Press, Geelong.

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## ECL769 – LANGUAGE DEVELOPMENT AND NEW TECHNOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in course E760.*

*Unit chair: J O'Mara*

*Corequisite: ECL761*

*Incompatible with: ECL469*

*Contact hours: 3 hours per week or equivalent, and off campus equivalent*

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## ECL762 – ENGLISH EDUCATION B

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: J O'Mara*

*Prerequisite: ECL761*

*Incompatible with: ELE405*

*Contact hours: 3 hours per week or equivalent*

**CONTENT**

The unit focuses primarily on the teaching of English in the post-compulsory years, with particular, but not exclusive, reference to senior English and Literature. It consolidates work completed in curriculum studies in ECL761, particularly in relation to oracy, the teaching of texts and the development of response in the senior years, the presentation of issues and argument and the further development of writing. Models of assessment and reporting at this level will be examined, and major external influences and issues affecting the English curriculum, past and present, will be reviewed.

**CONTENT**

This unit has a special emphasis on reading in the post-primary school and on senior English, Language and Literature curriculum. Areas of study include further exploration of issues and approaches to teaching literature, in both print and nonprint modes, the place of literary texts within the curriculum and in society, the changing nature of narrative and literary engagement in and out of schools and the implications for teachers of shifts in young people's engagement with print and non print texts. The unit explores critical and literary theory in the classroom and issues concerning the politics and assessment of literacy and of senior secondary English curriculum.

**ASSESSMENT**

Task 1 50%

Assignment: Language development and new technologies

Task 2 50%  
Research presentation: New media usage as part of presentation

### PRESCRIBED TEXTS

Durrant, C & Beavis, C 2001, P(ICT)ures of English, AATE/Wakefield, Adelaide.  
Misson, R & Morgan, W 2006, Critical Literacy and the Aesthetic: Transforming the English Classroom, National Council for the Teaching of English, Urbana.

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## ECL770 – CHILDREN’S LITERATURE IN THE CLASSROOM

*Offering information: This unit is offered in wholly online mode. Attending on-campus classes is not required.*

*Offered at: (ONLINE)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Must be enrolled in course E760  
Unit chair: J O’Mara  
Prerequisite: ECL769  
Corequisite: ECL762  
Incompatible with: ECL339, ECL470, ELE439, ELE603  
Contact hours: 3 hours per week or equivalent, and off campus equivalent*

### CONTENT

The unit Children’s Literature in the Classroom explores the ways in which literature for young people can be taught in energising and engaging ways. It explores Children’s Literature as a site for literacy practices and textual engagement, and as ‘an inherent part of the life cycle of literacy’ (Ross Johnson 2004: 310). It argues that young people need to read across a wide range of texts for meaning and pleasure, with an emphasis on both enjoyment and critique; an awareness of social justice, and on imagination and creativity. It takes a view of texts as constructions and representations, and as such as also partial, ideological, and taken up differently by different readers.

This unit is structured around key issues and areas in the field of Children’s Literature and Education. It is organised into four modules, following the Introduction:

- Picture Books and Visual Literacy
- Other Worlds
- Representation and Ideology
- Sociocultural Perspectives

The unit has an explicit focus on helping teachers develop critical perspectives and frameworks for

analysis of print and visual texts. It seeks to raise questions and explore issues about the ways texts might be read and taught, and the ways in which insights gained through teachers’ and/or students’ analysis of the texts they read can work to enrich and extend reading comprehension, critique and pleasure. It seeks to help you find ways of making the young people you teach enthusiastic and discriminating readers for life.

### ASSESSMENT

Assignment 1: Teaching visual texts 60%  
Assignment 2: Collation and critical reflection of online postings 40%

### PRESCRIBED TEXTS

Bull, G & Anstey, M 2002 Crossing the Boundaries, Prentice Hall, Frenchs Forrest, NSW.Children’s Literature in the Classroom: Study Guide and Reader 2009, Deakin University Press, Geelong.

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## ECL773 – LEARNING GLOBAL ENGLISH IN DIVERSE SOCIAL CONTEXTS

*Offered at: (B, X)  
Offerings: Trimester 1  
Credit point(s): 1*

*EFTSL value: 0.125  
Unit chair: P Henry  
Incompatible with: ECL715, EXE732  
Contact hours: 2 hours seminar per week for on-campus students.*

*Note: Study school program at Burwood campus for off-campus students subject to demand. On-campus version subject to demand.*

### CONTENT

This unit aims to help students understand the local and global context in which their learners study the English language and to address questions relating to how social contexts influence language learners and learning. Topics to be addressed in this unit include: the nature of power relationships and the global use of English and their interaction with class, gender, race and ethnicity; the concepts of identity, globalisation, class, gender, race and ethnicity particularly in relation to education and work and their meaning in terms of personal and classroom experience; the nature of culture and the concepts of cultural change, ideology and schooling; awareness of learners – cultures and/or the target culture; what questions about culture do teachers have, and what do teachers do with cultural information when they have it?; immigration policies globally and their impact on individuals, groups and society; institutional responses to immigration and

bilingualism; Language planning and language policy; and presuppositions of one's own culture and its effects on life and work in a multicultural society.

### ASSESSMENT

Assignment 1

Learning log, topics 1-2 25% (1,500 words)

Assignment 2

Essay 45% (3,000 words)

Assignment 3

Learning log, topics 3-9 30% (1,500 words)

### PRESCRIBED TEXTS

Holmes, J. (2008). *An introduction to sociolinguistics*, 3rd edition. Harlow, UK: Longmans

### RECOMMENDED TEXTS

Block, D., & Cameron, D. (Eds.) (2001). *Globalization and language teaching*. London; New York: Routledge.

Hinkel, E. (Ed.) (1999). *Culture in second language teaching and learning*. Cambridge, UK; New York: Cambridge University Press.

Kirkpatrick, A. (Ed.) (2002). *Englishes in Asia: Communication, identity, power and education*. Melbourne, Vic: Language Australia.

Mayo, M. (2000). *Culture, communities, identities: Cultural strategies for participation and empowerment*. New York: Palgrave.

Singh, M., Kell, P., & Pandian, A. (2002). *Appropriating English: Innovation in the global business of English language teaching*. New York: Peter Lang.

Spencer-Oatey, H. (Ed.) (2000). *Culturally speaking: Managing rapport through talk across cultures*. London: Continuum.

- relationship between first and additional language acquisition
- foreign language learning cf. Second language acquisition
- learner variability: Features of the learner (cognitive structure, attitude, age, motivation/engagement, goals, aptitude) which may influence acquisition
- silent period and language production
- cognitive effects of second language acquisition
- features of the sociocultural context of language learning that may influence acquisition
- the experience of language immersion
- features of the second language classroom that may influence acquisition, including feedback, noticing, teacher role, learning strategies

### ASSESSMENT

Assignment 1

Learning log, submitted in two stages:

Topics 1–3 30% (1,700 words)

Topics 4–5 30% (1,800 words)

Assignment 2

Analysis of classroom lesson from language acquisition perspective 40% (2,500 words)

### PRESCRIBED TEXTS

Block, D., (2003) *The Social Turn in Second Language Acquisition*. Washington, DC: Georgetown University Press

## ECL774 – LEARNING AN ADDITIONAL LANGUAGE

*Offered at:* (B, X)

*Credit point(s):* 1

*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* P Henry

*Contact hours:* 2 hours seminar per week for on-campus students.

*Note:* Study school program at Burwood campus for off-campus students subject to demand. On-campus version subject to demand.

### CONTENT

Topics to be addressed in this unit include:

- error analysis, contrastive analysis and learner language: how the acquired language is studied

## ECL775 – INTERCULTURAL COMMUNICATION IN LANGUAGE CLASSROOMS

*Offered at:* (B, X)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Unit chair:* Z Golebiowski

*Incompatible with:* ELL202

*Contact hours:* For on-campus students, 2 hours of seminar/workshop per week; for off-campus students, a half-day study day at the Melbourne Burwood Campus.

### CONTENT

This unit aims to introduce students to the basic concepts of intercultural communication. It discusses differences in interactive styles across diverse cultural settings and focuses on the application of intercultural pragmatics in language learning and teaching contexts. Topics to be addressed include: Cultural differences in written and spoken discourse; Intercultural communication and Grecian maxims; Ways of making meaning in diverse cultural contexts; The pragmatics of face and politeness; Applications of pragmatics in second and foreign language learning and teaching;

Relevance and implicature; Intercultural variation in speech acts; Presupposition and common ground; Cultural awareness in the classroom; Intercultural variation of academic English; and Stereotyping and discriminating in language.

### ASSESSMENT

Responses to theoretical issues and practical activities in logbook format (2000 words – 40%); an essay on an issue in intercultural communication in a language classroom (to be selected from a list of topics included the Unit Guide) (4000 words – 60%).

### PRESCRIBED TEXTS

DeCapua, A and Wintergerst, A. (2004). *Crossing Cultures in the Language Classroom*, University of Michigan Press  
Hinkel, E. (2002). *Culture in second language Teaching and learning*. Cambridge: Cambridge University Press.

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## ECL776 – LANGUAGE TESTING AND ASSESSMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Macdonald*  
*Contact hours: For on-campus students, 2 hours of seminar/workshop per week; for off-campus students, a half-day study day at the Melbourne Burwood Campus.*

### CONTENT

This unit aims to introduce students to the theory and practice of language testing and assessment in a range of second and foreign language contexts. It makes links between language curriculum and assessment and develops skills in test design, validation and evaluation appropriate to learning settings. Topics to be addressed in this unit include: Current theories in language testing and assessment; The purposes of language assessment; Testing of language for specific purposes; Communicative language teaching methodology and its implications for assessment; The ethics in language assessment; Methods and techniques for testing speaking, listening, reading and writing skills; Self and peer assessment; Properties of language tests; and The evaluation of language assessment instruments.

### ASSESSMENT

A description and evaluation report on a language assessment instrument (3000 words – 50%); and an essay on a current issue in language assessment (3000 words – 50%).

### PRESCRIBED TEXTS

McNamara, T.F. (2000). *Language Testing*. Oxford: Oxford University Press.  
Fulcher, G and Davison, F. (2007). *Language Testing and Assessment. An advanced resource book*. Routledge publications.

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## ECL777 – BILINGUALISM AND THE PRINCIPLES AND PRACTICES OF LANGUAGE EDUCATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: N Araki-Metcalf*  
*Contact hours: 3 hours per week*

### CONTENT

This unit focuses on a range of theories of bilingualism, the knowledge of the pedagogical principles and the practice of teaching through a second or foreign language. Students explore in detail the issues of language education and how to make it responsive to the needs of bilingual and/or second language learners and to their use of languages in the classroom and across a range of social contexts. The unit covers core concepts and pedagogical issues from a range of perspectives, paying particular attention to socio-cultural and communicative approaches to bilingualism, language policies, curricula and language education programs, such as Content Language Integrated Learning (CLIL) programs, types and degrees of bilingualism and their relationships to the identity of learners, and the characteristics of bilingual speech. The unit also looks at the ways in which research into bilingualism and bilingual education can inform both pedagogy and the effective learning of a second or foreign language.

### ASSESSMENT

Written Essay 1 40%  
Activity Presentation 20%  
Written Essay 2 40%

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## ECM704 – INTRODUCTION TO EDUCATIONAL LEADERSHIP AND ADMINISTRATION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

EFTSL value: 0.125  
Unit chair: A Vongalis-Macrow

### CONTENT

This unit introduces students to the current literature in educational administration and leadership. It looks at developments in the United Kingdom and the USA as well as Australia and New Zealand. The unit addresses four key themes:

- Leadership and administration
- Leading for learning
- The learning community
- Leading for social justice

### ASSESSMENT

Two 3000 word essays of equal value which display a) a familiarity with debates in the field and an ability to articulate a philosophy of educational administration within the context of these debates and b) an ability to show how this philosophy relates to educational practice in a particular context.

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## ECM705 – SCHOOL CULTURES AND CONTEXTS

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: C Charles  
Incompatible with: ECM701

### CONTENT

This unit explores the idea of culture as it applies to schools. Schools are argued to construct their cultures out of the varied cultures of those that work in them and the communities and organisations that surround them. The origins of the idea of school culture are discussed, as is the relationship between school culture and school effectiveness. The multiplicity of cultures that exist within schools are examined as are the influences of gender, race and class. Finally a case study of the interactions of internal and external, local and global, community and policy contexts of schools' cultures is examined.

### ASSESSMENT

There are two essays required, 50% and 3000 words each. The first essay deals with the relationship between school culture, school effectiveness and school improvement. The second requires either an analysis of Thomson's Schooling the Rustbelt Kids or a description of a school's culture using a sub-culture perspective.

## ECN704 – APPLIED LEARNING

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: D Blake

### CONTENT

This unit focuses on the increasingly significant role being played by applied learning in 21st Century education and training settings and investigates the reasons for this development. The unit examines the theory and practice of applied learning as a pedagogical phenomenon and as a curriculum-structuring concept. It draws on state, national and international contexts, both current and historic, to examine the ways in which teaching and learning is given an applied focus. The unit begins by examining contemporary understandings about applied learning in a variety of national and international contexts, including schools, TAFEs, Polytechnics and Adult and Community Education (ACE) contexts.

Topics include:

- Developing a working definition of applied learning that includes different modes and settings such as: service learning, project-based learning, community-oriented learning, internship learning etc.
- Locating approaches to applied learning within an international and historical context of educational policy, practice and student pathways;
- Relationships between applied learning and contemporary social policy development for young people;
- Applied learning as a challenge to the professional cultures of educators;
- Applied learning as a curriculum-structuring concept – what are its content, pedagogy and approaches to assessment?

### ASSESSMENT

Assignment 1: Approaches to Applied Learning – Written Report; 3000 words, 50%  
Assignment 2: Developing an Applied Learning Program; 3000 words, 50%

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## ECP303 – CHILD PROTECTION

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Laskey  
Contact hours: 3 hours per week; workshop

*Note: This unit is available for offer to non-Education students. For students in Bachelor of Education (Primary) this unit is recommended as a 3rd year elective because prerequisite school experience and/or professional knowledge is desirable.*

*A quota applies to the off-campus mode of this unit. On campus version and study day subject to demand.*

### CONTENT

This unit enables students to understand the nature and extent of child abuse within our society, develop plans for school based child protection, practise the application of knowledge about child abuse and the child protection system via case examples and demonstrate familiarity with community resources available to schools.

The unit focuses on the prevention, detection and notification of suspected child abuse and neglect. The role of schools in prevention programs, support of victims and notification requirements will be examined.

### ASSESSMENT

A report about policy and practice of child protection at their school (or alternative community setting) (40%) 1500 to 2000 words.

A case study about child abuse identification, disclosure and notification (50%) 2000 words.

Class participation: Students will be expected to participate on a regular basis and to complete a small partner/team-based task to assist class-work either on-campus or via DSO (10%).

Assessment tasks will total 4000 words.

### PRESCRIBED TEXTS

Briggs, F. & Hawkins, R., 1997 Child Protection, A Guide for Teachers and Child Care Professionals, Allen and Unwin, Sydney.

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## ECP331 – PROFESSIONAL EXPERIENCE 3A

*Offered at: (B, G X-WEXP, W X-WEXP)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in E420 only)*

*Unit chair: L Wishart*

### CONTENT

This unit will give students practical experience related to the early childhood education profession.

### ASSESSMENT

On completion of early childhood education experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## ECP332 – PROFESSIONAL EXPERIENCE 3B

*Offered at: (B, G X-WEXP, W X-WEXP)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in E420 only)*

*Unit chair: L Wishart*

### CONTENT

This unit will give students practical experience related to the early childhood education profession.

### ASSESSMENT

On completion of early childhood education experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## ECP333 – PROFESSIONAL EXPERIENCE 3C

*Offered at: (B, G X-WEXP, W X-WEXP)*

*Credit point(s): .25*

*Offerings: Trimester 2*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in E420 only)*

*Unit chair: L Wishart*

### CONTENT

This unit will give students practical experience related to the early childhood education profession.

### ASSESSMENT

On completion of early childhood education experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).



## ECP334 – PROFESSIONAL EXPERIENCE 3D

*Offered at: (B, G X-WEXP, W X-WEXP)*

*Credit point(s): .25*

*Offerings: Trimester 2*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in E420 only)*

*Unit chair: L Wishart*

### CONTENT

This unit will give students practical experience related to the early childhood education profession.

### ASSESSMENT

On completion of early childhood education experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

### ASSESSMENT

Report 40% – Applying the legislation and literature to the identification and reporting of suspected child abuse, together with an explanation of the expanded contribution of schools and teachers. (3000 words).

Application 50% – Designing a program/policy to respond to contextual needs in schools (or other settings) based on an evaluation of current practice. (3000 words) For example, the design of either a personal safety curriculum component, a staff professional development program or an evaluation of child protection policy.

DSO Participation 10% – Contributions, based on unit readings and activities as a team member/individual to online discussions via DSO.

### PRESCRIBED TEXTS

Briggs, F. and Hawkins, R. 1997, *Child Protection: A Guide for Teachers and Child Care Professionals*, Allen & Unwin, Sydney.

## ECP703 – CHILD PROTECTION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: L Laskey*

*Incompatible with: ECP303*

*Note: Some weekend workshops may be offered. This unit is available for offer to non-Education students*

### CONTENT

This unit prepares teachers (and allied professionals) for their statutory obligations in identifying, responding to and notifying suspected child abuse. The unit seeks to develop teachers' competence in the area of school-based child protection in particular. Knowledge and skills in recognising all forms of child abuse and understanding the contexts in which it occurs will be developed throughout the unit. The operation of child protection services will be examined and the potential for teachers' effective collaboration explored. Teachers will be encouraged to apply their knowledge and skills in a variety of ways, for example, designing professional development offerings in child protection, incorporating personal safety education in the curriculum, forging community links and evaluating school policy and procedures and notification skills. Topics to be addressed in this unit include: Mandatory reporting/notification of child abuse, types of child abuse, responding to disclosures of abuse, prevention education, child protection resources, community resources and policy.

## ECP711 – THE ARTS IN EARLY CHILDHOOD AND PRIMARY EDUCATION

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 and Trimester 3 (B, G\* only Tri 3)*

*EFTSL value: 0.125*

*Unit chair: J Grenfell*

*Campus contact: J Grenfell (X), E Hirsh (B)*

*Contact hours: 3 hours per week or equivalent*

*Note: \*offered intensively on the Burwood campus  
Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will engage in arts processes and reflect critically and creatively on these, using a range of technologies to extend their knowledge of creative media and techniques in arts disciplines and within an integrated arts framework. The arts experience involves the ability to develop skills to explore ideas, and to communicate and interpret meaning within diverse social and cultural contexts. This includes visual, spoken, written, aural, kinaesthetic, multi-modal and aesthetic ways of knowing and representing. Practice-led individual and collaborative activities and/or projects provide opportunities to plan, engage, scaffold and assess children's creative ideas and expression in an arts-centred curriculum. Students will demonstrate and evaluate their skills and knowledge in the above areas during professional experience placements in early childhood settings or primary schools.

**ASSESSMENT**

Arts Resource Portfolio 50%

The portfolio consists of a range of dance/movement, drama, music, visual art and/or computer workshop activities, annotated and underpinned by an arts education theoretical statement.

Arts Education Report.

Development and implementation and assessment of Arts curriculum packages 50%

Develop, implement and evaluate appropriate sequence of arts learning activities or an integrated curriculum with arts as part of an overall program (to be negotiated). The activities should include assessment strategies, which will be implemented in a relevant setting and evaluated in a reflective report. The task will require an approach integrated with ECP 712 Promoting Wellbeing through Health and Movement the specifics of which will be outlined in the unit guide for both units

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## ECP712 – SOCIAL, PHYSICAL AND EMOTIONAL HEALTH AND WELLBEING

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, X) Trimester 2 (G, X) and Trimester 3 (B, G\*)*

*EFTSL value: 0.125*

*Unit chair: L Wishart*

*Corequisite: Must be enrolled in course E760.*

*Contact hours: 3 hours per week or equivalent*

*Note: \*offered intensively on the Burwood campus. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores the theories and related issues in the promotion of well-being through health and movement in early childhood and primary education. The unit will provide an overview of the theories of development in the early years, with an emphasis on health and well-being issues at this stage of the life span. The unit is designed to provide students with the knowledge and skills to examine theory and practice and apply these to programs that enhance the social, physical and emotional health and well-being of children in the early years. In developing programs students will critically explore the context for learning in early childhood and primary education, including a critical exploration of the roles of the learner, family, community and teacher.

**ASSESSMENT**

Task 1 40%

Evaluation Report

Students will critically evaluate examples of health and wellness programs in early childhood settings, schools and/or the wider community. Through comparison and contrast of two existing programs students will critically analyse and review the rationale, structure, philosophy and pedagogical approaches to teaching health and wellness taking into account the broader sociocultural, health and policy context from which the programs arise.

Task 2 60%

Resource Development Project and Online Journal

Task 2 Part A – Resource Development Project (50%)

Students will be required to design for a selected target group a resource, project or program plan, for an early childhood or primary school setting related to children's social, physical, emotional health and wellbeing. For example this could be a project, unit of work, website, wiki, or program plan.

Task 2 Part B – Online Journal (10%) The on-line journal is a personal learning space used to discuss in more depth selected subject matter of interest and extend student enquiry related to children's social, physical, emotional health and wellbeing in early childhood and/or primary education.

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## ECS310 – PRIMARY HUMANITIES, SOCIETIES AND ENVIRONMENTS (HSE)

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: K Harvie*

*Contact hours: 3 contact hours per week*

**CONTENT**

This unit is designed to prepare primary teachers for teaching Humanities, Societies and Environments education in primary schools (P–6). The unit covers the examination of the goals and rationale for teaching HSE education, the nature of social education within the Victorian Essential Learnings; contemporary pedagogical approaches for achieving HSE education goals; interdisciplinary learning; planning for classroom and school programs in HSE education.

**ASSESSMENT**

Assessment tasks are: resource portfolio (50%), unit planning (2000 words, 50%).

The assignments will total 4000 words or equivalent.

**PRESCRIBED TEXTS**

Social Education Reader 2007, Deakin University Press, Geelong

## ECS420 – CONTEMPORARY GLOBAL ISSUES IN SOCIAL, POLITICAL AND ENVIRONMENTAL LEARNING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Dyer*

*Contact hours: 3 contact hours per week or off campus equivalent*

**CONTENT**

This unit is a curriculum method unit for students undertaking a double Humanities method. The unit examines contemporary issues in globalisation, sustainability and citizenship from a range of perspectives and standpoints. The unit will encourage students to be active participants in a range of pedagogies and utilise a range of technologies to complement their studies in this unit. Students will examine evidence based research and then practical implications for curriculum in the secondary school. Students will develop skills in critical thinking and inquiry into citizenship in a global world; characteristics of global phenomena across natural and human events: sustainability, justice, peace, conflict and instability currently facing our global community. Students will examine in depth education programs in globalisation, sustainability and citizenship and explore global ethics and values.

**ASSESSMENT**

Task 1 50%

Teaching Seminar Report – students will prepare and deliver a seminar to peers on a selected global issue.

Task 2 50%

Global issue case study – students will select from sustainability, justice, peace and citizenship to analyse a selected global issue.

## ECS421 – LEARNING BEYOND THE CLASSROOM: LOCAL COMMUNITIES

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Buchanek*

*Contact hours: 3 contact hours per week or off campus equivalent*

**CONTENT**

This unit utilises both disciplinary and interdisciplinary pedagogies. It begins by exploring the disciplinary content of the VCE and VCAL Humanities, Societies and Environments (HSE) teaching and learning area (Geography, History, Economics, and Civics and Citizenship) and familiarises students with current curriculum documents which identify learning standards in associated domains. After considering dominant classroom pedagogies used within, and outside of the school classroom, learners explore theories around notions of cultural institutions, and identify a number of sites for possible learning in HSE domains. Simultaneously, as a class will explore constructions of multidimensional citizenship, focussing on temporal (history and futures), spatial (geographic) and sustainable (economic) dimensions. We will study project based and inquiry learning, as well as workshop based activities highlighting practical applications of theoretical understandings developed in this course.

**ASSESSMENT**

Investigative report (2000 words, 50%)

Action plan (2000 words, 50%)

## ECS471 – HUMANITIES, SOCIETIES AND ENVIRONMENTS: CURRICULUM STUDY A

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D342, D344, D347, D389, E377, E360, E365 and E455 only)*

*Unit chair: J Dyer*

*Prerequisite: Students will be assessed according to the minimum requirements as described in the VIT Specialist Area Guidelines as stated in VIT specialist area guidelines*

*Sub-major study in one of the specialist Humanities areas: Economics Geography History together with a Part in another area of study: Anthropology, Cultural Studies, Economics, Environmental Studies, Geography,*

*History, Indigenous Studies, Legal Studies, Philosophy, Politics, Sociology.*  
*Students are strongly encouraged to include at least two subjects of History in their undergraduate degree.*  
*Incompatible with: ELE408*  
*Contact hours: One hour lecture and two hours tutorial per week.*

### CONTENT

This unit aims to prepare students to teach confidently across subject areas of Geography, Civics and Citizenship, History, Economy, Philosophy and general Humanities offered in Years 7-10 in schools. The unit aims to develop in students: knowledge of theoretical and practical aspects; a range of engaging pedagogical approaches; design of teaching and learning sequences and tools for assessment drawn from research. This unit demonstrates and utilises a range of contemporary teaching and learning resources and technologies to illustrate both theoretical principles and practical strategies in Humanities.

### ASSESSMENT

Assignment 1: Teaching report (2000 words, 50%)  
 Assignment 2: Humanities Portfolio (2000 words, 50%)

### PRESCRIBED TEXTS

Humanities, Societies and Environments: Curriculum Study A, (2011) Reader Deakin University

## ECS472 – HUMANITIES, SOCIETIES AND ENVIRONMENTS: CURRICULUM STUDY B

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Buchanek*  
*Prerequisite: ELE408 or ECS471*  
*Incompatible with: ELE409*  
*Contact hours: One hour lecture and two hours tutorial per week*

### CONTENT

This unit is designed to equip students to effectively and competently teach social education studies at the VCE level/post compulsory level. The main VCE studies are History (7 fields), Geography, Economics, Sociology, Philosophy and International Politics. This unit will examine the structure of VCE/post compulsory studies through a focus on the content and approaches outlined in each of the studies. The areas covered include teaching at post compulsory level, teaching strategies, assessment practices and requirements and regulations of teaching at VCE level. It will also include information on curriculum planning and the

uses of various information technologies appropriate for teaching VCE in this field. Students will be expected to design teaching to embed higher order skills of critical thinking, problem solving, evaluation, synthesis and understanding specific discipline based skills and pedagogies. Students are expected to work with assessment tasks, SACs and back mapping to show competencies in assessment.

### ASSESSMENT

Task 1 50% Teaching and Learning Assignment – students develop a plan to teach at VCE Units 1,2.

Task 2 50% VCE Exam Teaching Report – student back map from an exam to teaching pedagogies.

## ECS501 – PRIMARY HUMANITIES, SOCIETIES AND ENVIRONMENTS

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in courses E356, E365 and E356P only)*  
*Unit chair: K Harvie*  
*Incompatible with: ELE231, ECJ411, ECJ412, ECJ413, ELE501*

### CONTENT

This unit is designed to prepare primary teachers for teaching HSE education in primary schools (P-6). The unit covers the examination of the goals and rationale for teaching HSE education; the nature of HSE education within the Victorian Essential Learnings; contemporary pedagogical approaches for achieving HSE education goals; interdisciplinary learning; planning for classroom and school programs in HSE education.

### ASSESSMENT

Two assessment tasks:

- 1) Written report (ICT presentation) (2000 words, 50%)
- 2) Written report (Unit Planning) (2000 words, 50%)

### PRESCRIBED TEXTS

Social Education: Reader 2007, Deakin University Press, Geelong

## ECS720 – CONTEMPORARY GLOBAL ISSUES IN SOCIAL, POLITICAL AND ENVIRONMENTAL LEARNING

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E760 only)  
*Unit chair:* J Dyer  
*Corequisite:* ECS721  
*Incompatible with:* ECS420  
*Contact hours:* 3 hours per week or equivalent for off campus students

### CONTENT

This unit is a curriculum method unit for students undertaking a double Humanities method. The unit examines contemporary issues in globalisation, sustainability and citizenship from a range of perspectives and standpoints. The unit will encourage students to be active participants in a range of pedagogies and utilise a range of technologies to complement their studies in this unit. Students will examine evidence based research and then practical implications for curriculum in the secondary school. Students will develop skills in critical thinking and inquiry into citizenship in a global world; characteristics of global phenomena across natural and human events: sustainability, justice, peace, conflict and instability currently facing our global community. Students will examine in depth education programs in globalisation, sustainability and citizenship and explore global ethics and values.

### ASSESSMENT

Task 1 50%  
 Teaching Seminar Report – students will prepare and deliver a seminar to peers on a selected global issue.

Task 2 50%  
 Global issue case study – students will select from sustainability, justice, peace and citizenship to analyse a selected global issue.

### PRESCRIBED TEXTS

Marsh, C (ed) 2008, *Studies of Society and Environment: Exploring the Teaching Possibilities*, Pearson.

## ECS721 – LEARNING BEYOND THE CLASSROOM: LOCAL COMMUNITIES

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E760 only)  
*Unit chair:* R Buchanek  
*Incompatible with:* ECS421  
*Contact hours:* 3 hours per week or equivalent

### CONTENT

This unit utilises both disciplinary and interdisciplinary pedagogies. It begins by exploring the disciplinary content of the Humanities, Societies and Environments teaching and learning area (Geography, History, Economics, and Civics and Citizenship) and familiarises students with current curriculum documents which identify learning standards in associated domains. After considering dominant classroom pedagogies used within, and outside of the school classroom, learners explore theories around notions of cultural institutions, and identify a number of sites for possible learning in Humanities domains. Simultaneously, the class will explore constructions of multidimensional citizenship, focussing on temporal (history and futures), spatial (geographic) and sustainable (economic) dimensions. Students study project based and inquiry learning, as well as workshop based activities highlighting practical applications of theoretical understandings developed in this course.

### ASSESSMENT

Task 1 40%  
 Digital portfolio of my local community

Task 2 60%  
 School Community Project design

### PRESCRIBED TEXTS

Slaughter, RA 2005, *Futures thinking for social foresight*, Tamkang University Press, Taiwan.

## ECS771 – HUMANITIES, SOCIETIES AND ENVIRONMENTS: CURRICULUM STUDY A

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E760 only)  
*Unit chair:* J Dyer  
*Prerequisite:* Major in appropriate discipline field  
*Incompatible with:* ECS271, ECS471, ELE218, ELE408  
*Contact hours:* 3 hours per week or equivalent

### CONTENT

This unit aims to prepare students to teach confidently across curriculum areas of Geography, Civics and Citizenship, History, Economy, Philosophy and general

Humanities offered in Years 7–10 in schools. The focus is to develop in students: knowledge of theoretical and practical aspects; a range of engaging pedagogical approaches; design of teaching and learning sequences and tools for assessment. Through research and reflection students will analyse recent developments in Humanities education and their impact on curriculum development, teaching and resource implications. In this unit students will review research as it informs and shapes Humanities teaching; study design of teaching and learning activities that acknowledge sequence, breadth, depth and curriculum policy; undertake analysis of concepts in sustainability, indigenous education, justice, peace and citizenship across local, national and global contexts; incorporate appropriate assessment tools to enhance learning; appraise resources including technological, print and community based; and have opportunities to receive professional support through both real and virtual networks of educators.

### ASSESSMENT

Task 1: 50%

Teaching and Learning Outline – students design and report on teaching and learning sequence of lessons.

Task 2: 50%

Humanities Report – student compile a Humanities Report that includes advice on assessment and resources in the Humanities.

### PRESCRIBED TEXTS

Humanities, Societies and Environments: Curriculum Study A, (2010) Reader Deakin University

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## ECS772 – HUMANITIES, SOCIETIES AND ENVIRONMENTS: CURRICULUM STUDY B

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: R Buchanek*

*Prerequisite: ECS771*

*Incompatible with: ECS272, ECS472, ELE409*

*Contact hours: 3 hours per week or equivalent*

### CONTENT

This unit is designed to equip students to effectively and competently teach social education studies at the VCE level/post compulsory level. The main VCE studies are History (7 fields), Geography, Economics, Sociology, Philosophy and International Politics. This unit will examine the structure of VCE/post compulsory studies through a focus on the content and approaches

outlined in each of the studies. The areas covered include teaching at post compulsory level, teaching strategies, assessment practices and requirements and regulations of teaching at VCE level. It will also include information on curriculum planning and the uses of various information technologies appropriate for teaching VCE in this field. Students will be expected to design teaching to embed higher order skills of critical thinking, problem solving, evaluation, synthesis and understanding specific discipline based skills and pedagogies. Students are expected to work with assessment tasks, SACs and back mapping to show competencies in assessment.

### ASSESSMENT

Task 1 50%

Teaching and Learning Assignment – students develop a plan to teach at VCE Units 1,2.

Task 2 50%

VCE Exam Teaching Report – student back map from an exam to teaching pedagogies.

### PRESCRIBED TEXTS

VCAA, VCE Study Design – History, Geography, International Politics, Sociology, Philosophy, current edition, East Melbourne: Victorian Curriculum and Assessment Authority.

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## ECV704 – EXPANDING IDEAS OF COMPETENCY

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: L Grace*

### CONTENT

The Unit is organised around the following focuses:

- A broad view of the notion of competency, the diversity of meanings and applications, including conceptualisations of competency in the UK, Europe and the US.
- The origins and debates surrounding competency both in Australia and overseas with emphasis on the development of workplace knowledge
- Competency at work – different forms of competency, different applications, different outcomes.
- Curriculum – where does it fit in workplace learning, in competency based education and training, assessment; and in the Australian training package context.

**ASSESSMENT**

Essay, One essay based assignment of 2000 words, focussing on an identification of CBT applications in the student's own organisation, 30%

CBT plan, Develop a CBT application plan of 4000 words. A plan to develop the use of one of the CBT applications identified in Assignment 1 to enhance human resource development or management in the student's own organisation, 70%

**RECOMMENDED TEXTS**

Buckley, R & Caple, J 2007, *The Theory and Practice of Training*, 5th edn, Kogan Page, London  
Smith, PJ & Sadler-Smith, E 2006, *Learning in Organisations: Complexities and Diversities*, Routledge, London, New York.

**ECV705 – LEARNING AND DEVELOPMENT IN ORGANISATIONS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Starr*

**CONTENT**

The unit is developed around the following set of themes:

- Aspects of knowledge work in the context of organisational practices which optimise learning and knowledge development;
- Current L&D issues within organizations and their applications to different forms of organisation;
- Diversity in L&D development and response
- Learning and development as a function of organisational characteristics
- Supportive organizational and learning cultures
- The role of learning and development in performance enhancement, and its contribution to change management.

**ASSESSMENT**

Essay 50%, 3000 words.  
An essay reviewing literature and practice establishing contemporary directions in Learning and Development within organisations

Project 50%,3000 words.  
A Change Management Plan based on new knowledge, acquired in this unit, and centred within the student's own workplace. The Change Management Plan will be centred around Learning and Development.

**RECOMMENDED TEXTS**

Sadler-Smith, E 2006, *Learning and Development for Managers: Perspectives from Research and Practice*, Blackwell, Oxford.  
Smith, PJ. & Sadler-Smith, E 2006, *Learning in Organisations: Complexities and Diversities*, Routledge, London; New York

**ECV711 – TRAINING FOR DIVERSE LEARNERS AND CONTEXTS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Angwin*

**CONTENT**

This unit is designed to examine the diversity of learners and their contexts. Learners vary across a number of characteristics such as culture, gender, age, learning styles and preferences. Contexts of learning vary in the situation in which learning occurs, such as workplace learning, community based learning, learning within institutional settings, flexible and distance learning. Additionally, the learning outcomes pursued by learners and their instructors vary in nature.

Specifically, the unit is designed to provide the following outcomes for students:

- Understand the typical dimensions of variation associated with learners and their contexts
- Develop a knowledge of theory and practice to assist in the development of responses to diverse learners and contexts
- Practise the strategies required to develop education and training responses inclusive of diversity
- Demonstrate an understanding of theory and practice in the provision of education and training to diverse learners and contexts
- Design education and training programs that meet the varying requirements of diversity
- Locate resources necessary to understand theory and practice in responding to diversity, and to build on the experience of others in the field

**ASSESSMENT**

Assignment 1, 3000 words, 50%  
The first piece of work involves a critical analysis of one or more dimensions of learner diversity, addressing the issues that underlie and define that diversity, and how they may affect the design and delivery of a training response. The first piece of work would be expected to be based on theoretical treatments of dimensions of diversity.

Assignment 2, 3000 words, 50%

Development of a Responsive Training Plan. The second piece of work involves the development of a specific training response to a particular group of learners who are expected to participate in an identified program of training.

#### PRESCRIBED TEXTS

Foley, G. (Ed) (2004). *Dimensions of Adult Learning: Adult Education and Training in a Global Era*, Crows Nest, NSW: Allen & Unwin.

#### RECOMMENDED TEXTS

Foley, G (ed) 2004, *Dimensions of Adult Learning: Adult Education and Training in a Global Era*, Allen & Unwin, Crows Nest, NSW.

Smith, PJ & Sadler-Smith, E 2006, *Learning in Organisations: Complexities and Diversities*, Routledge, London, New York.

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## ECV712 – SITUATED LEARNING AT WORK

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: L Grace*

#### CONTENT

The unit is designed to provide students with an understanding of workplaces as learning environments, conceptualisations of situated adult learning, cognition and the development of expertise, work based learning and learning organisations, learning and labour networks, and communities of practice. Drawing on learning theories relevant to this field of study, students will analyse situated adult learning in a specific workplace context and will propose strategies to effectively manage situated learning in that context.

#### ASSESSMENT

Assessment 1, 40%, 2400 words.

Analysis of situated learning in an identified workplace

Assessment 2, 60%, 3600 words.

Extension of Assignment 1 in the development of strategies to enhance situated learning in the identified workplace

#### PRESCRIBED TEXTS

Billett, S 2001, *Learning in the Workplace*, Allen & Unwin.

Smith, PJ & Sadler-Smith, E 2006, *Learning in Organisations: Complexities and Diversities*, Routledge, New York.

## ECV722 – ASSESSING TRAINING IN THE WORKPLACE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Angwin*

#### CONTENT

This unit addresses adult education and workplace training, focussing specifically on assessment and training issues for people of diverse backgrounds including those from non English speaking backgrounds. The unit addresses diversities in training needs in terms of cultures, contexts, purposes and frameworks, including the Australian Qualifications Framework, Training Packages and the assessment of dispositional skills. Topics to be addressed in this unit include: assessment and evaluation in training and the workplace, competency based assessment and training, recognition of current competencies, an examination between trainer expertise and assessment approaches and equity in assessment.

#### ASSESSMENT

Assignment 1 50% (3000 words)

Essay based on theories examined in the unit readings.

Assignment 2 50% (3000 words)

Essay based on theories examined in the unit readings and related to a particular context.

#### RECOMMENDED TEXTS

Athanasou, J, Lamprianou, I 2002, *A teacher's guide to assessment*, Social Science Press, Tuggerah, NSW.

Finlay, I Spours, K, Steer, R, Coffield, F, Gregson, M & Hodgson, A 2007, "'The heart of what we do': policies on teaching, learning and assessment in the learning and skills sector', *Journal of Vocational Education & Training*, vol. 59, issue 2, pp. 137 -154.

Foley, G (ed) 2004, *Dimensions of Adult Learning: Adult Education and Training in a Global Era*, Allen & Unwin, Crows Nest, NSW.

Goldstein, I, Ford, JK 2002, *Training in organizations : needs assessment, development, and evaluation*, Wadsworth, Belmont, CA.

Mitchell, J, Chappell, C, Bateman, A, Roy, S 2006, *Quality is the key : critical issues in teaching, learning and assessment in vocational education and training* Adelaide, NCVER

Noe, RA 2007 *Employee training and development*, McGraw-Hill/Irwin, New York.

Sessa, V & London, M 2008, *Work group learning : understanding, improving and assessing how groups learn in organizations* Boca Raton, Taylor & Francis, Florida.

Smith, E & Keating, J 2003, *From Training Reform to Training Packages*, Social Science Press, NSW.

Solomon, N, Boud, D, Rooney, D 2006, *The in-between: exposing everyday learning at International Journal of Lifelong Education*, vol. 59, iss. 2.



The Allen Consulting Group 2006, Assessment and reporting of employability skills in Training Packages: report to the Department of Education, Science and Training, The Allen Consulting Group Melbourne, Vic

## ECX703 – E LEARNING TECHNOLOGIES AND MEDIA

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Wells*

*Note: This unit is offered in online mode*

### CONTENT

This unit is designed to develop an understanding of the theoretical underpinnings and practical implementation aspects to do with the use of a range of media and new technologies in online teaching and learning. Students will investigate these technologies and critically evaluate their potential for use within an education and/or training context. Topics include the history and theoretical underpinnings of online teaching and learning and the characteristics and impact of various new online technologies.

### ASSESSMENT

Assignment 1, 50%, 3000 words  
Preparation of a report that includes the following a history of online teaching and learning and a discussion of issues related to online teaching and learning in a selected context, including a description of a real or hypothetical context for this learning.

Assignment 2, 50%  
3000 words or equivalent, Individual or group presentation. Presentation of a plan developed for the delivery of an online course including the online teaching and learning pedagogies to be used. This presentation will include recommendations and the rationale for the choice of technologies and media required to effectively deliver the course online and justification for these selections by reference to current literature.

### RECOMMENDED TEXTS

Simonson, M, Smaldino, S, Albright, M & Zvacek, S 2006, *Teaching and learning at a distance: Foundations of distance education*, Merrill, NJ.

## ECX712 – STRATEGIC APPLICATIONS OF FLEXIBLE, ONLINE AND DISTANCE EDUCATION

*Offered at: (X)*  
*Offerings: Trimester 2*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: L Grace*

### CONTENT

The unit is designed to provide students with an understanding of appropriate applications of flexible, online or distance education to different clienteles, different learning needs, and different learning contexts. It will examine the features of, and the differences between, flexible, online and distance education, and how these features can be used to most effectively respond to different learning needs. Also examined will be the selection of strategic responses to learning needs and contexts, and the processes that learning providers need to consider to ensure that strategies chosen support the clientele in meaningful ways.

### ASSESSMENT

Assignment 1, 30%, 2000 words.  
Preliminary scoping plan preparatory to designing a responsive strategic plan.

Assignment 2, 70%, 4000 words.  
Developed strategic plan to implement a FODE response to an identified education or training issue, for an identified clientele

### RECOMMENDED TEXTS

Evans, TD, Haughey, M & Murphy, D (eds) 2008, *International Handbook of Distance Education*, Elsevier, Oxford.  
Simonson, M, Smaldino, S, Albright, M & Zvacek, S 2009, *Teaching and learning at a distance: foundations of distance education*, 4th edn, Allyn & Bacon, Boston.

## EEA211 – NAVIGATING THE VISUAL WORLD

*Offered at: (B, G, S, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Grenfell*  
*Campus contact: E Hirsh (B), J Grenfell (G, S, W)*  
*Contact hours: 3 hours of seminar/workshops per week.*

**CONTENT**

This unit will focus on the development of students' abilities to evaluate and create visual messages, by examining, exploring, and investigating concepts of visual thinking and communication through the creation of two and three dimensional art forms. These arts practice experiences are enhanced through engagement with and articulation of ideas framed, through dialogue with relevant art theories. Here, students engage in the development of an "intelligent eye" and in doing so to consider the importance of visual literacy and visual intelligence. In this context, if images are viewed as a "language", visual literacy can be defined as the ability to deconstruct images and to understand and produce visual messages. Throughout the unit students will identify relevant theoretical frameworks to inform and support their own arts practice. They will focus on the articulation of ideas and sources of inspiration as starting points for developing artworks using various methods of recording, and interpreting to translate these into visual form.

**ASSESSMENT**

Assignment 1: Visual Journal (50%). Assignment 2: Suite of artworks (4) based around a theme (50%).

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## EEA212 – VISUAL CULTURE: IMAGES, MEANING AND CONTEXTS

*Offered at: (B, G, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: E Hirsh*

*Campus contact: E Hirsh (B), J Grenfell (G, S, W)*

*Contact hours: 3 hours of seminar/workshops per week.*

**CONTENT**

This unit looks at the ways in which varying cultural and social conditions determine the production and consumption of visual culture, How do we use images to express ourselves, to communicate, to experience pleasure, and to learn?

It focuses on the concept that images and objects are continuously seen and instantaneously interpreted, forming new knowledge and new images of identity and environment. In this context, art is a form of social reproduction in which the creation of a work of art is only part of the product, it is the viewer who completes the work. What is produced forms a social relationship between the individual and the art form.

Through studio practice and tutorial seminars, students will develop understandings of the relationship between meaning and cultural context, identify aspects of the relationship between cultural production and

social conditions, articulate concepts of contemporary theory in visual culture in their writing and locate aspects of their own practice within a defined cultural context.

**ASSESSMENT**

Assignment 1: Tutorial presentation (2500 words or equivalent, 50%). Assignment 2: Suite of artworks (4) based around a theme (50%).

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## EEA227 – EXPLORING CULTURAL DIVERSITY THROUGH THE PERFORMING ARTS

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: J Dreessens*

**CONTENT**

This unit focuses on how the choreographic process impacts on the kind of teaching techniques possible in the inter-cultural dance-making setting. The unit will concentrate upon the research and gathering of material (Pan African or Ethnic Dance and its Diaspora) for lecture demonstrations and performances on DVD; tracing the roots of traditional and indigenous dance and how it has impacted on Western popular culture. Workshops will be concerned with developing and rehearsing the materials selected for appropriate use in schools, specified sites and community settings. In the workshop sessions, students with staff guidance will employ choreographic methods of improvisation, learnt work and group work to facilitate the development of new movement vocabulary and an appreciation of how dance communicates in both a past and present context. For off campus students, fieldwork and performances may also take place at Folkloric associations, cultural nights and multicultural festivals or as part of the Ghana Global Experience. This is a four week intensive study of traditional Ghanaian drumming, dance, singing and lessons in social life on the "living library" of how people connect with their sense of place, their ancestors, their heritage and their identity.

**ASSESSMENT**

Dancing in One World: Cross cultural comparative dance study research paper (50%)

Dance Demonstration Program digital project or Inter-cultural Dance expo: Lecture demonstration of cross, multi and/or inter-cultural dance curriculum or solo dance performance on DVD or cultural festival (50%)

Assessment will total 4000 words or equivalent.

## EEA228 – ENGAGING COMMUNITY THROUGH THE PERFORMING ARTS

Offered at: (G, X-WEXP)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Unit chair: J Dreessens

Note: This unit is offered in WEXP mode, i.e. in off campus mode with intensives held on campus at Geelong Waurn Ponds Campus.

### CONTENT

Students will undertake a supervised research project in a school, community or professional setting on a topic negotiated with their lecturer. For example, developing a program in aerobics/movement instruction at a community gym or event; devising movement activities for community festivals and organisations such as the Wool Museum or Pako Fest in Geelong, Torquay High Tide Festival or Fun for Kids Festival in Warrnambool; participating in and evaluating a community arts program such as the Return of the Sacred Kingfisher Festival at CERES Environmental park Brunswick, Rhythm of Africa Werribee Open range Zoo, opening ceremonies at major community or corporate events, dance in education companies and performance troupes like Wild Moves International or Weave Dance theatre for movers with intellectual and physical disabilities; artist in schools such as choreographing for school musicals and community productions, Wakkakerri, Rock Eisteddfods, Top Acts, VCE Learnt Dance Works for school-based assessment, Folk Festivals; educational based films on community dance; developing a unit of work for schools gathered from the dance teaching experience from the Global Experience programs in Ghana, Vanuatu, Thailand, Malaysia or India. Research projects could include: a practical teaching project in choreography where students negotiate the goals, dimensions and outcomes of the project with the supervisor, undertake a guided reading program, and meet with staff and other class members at pre-negotiated times to discuss progress and issues raised by the research and to present the findings.

### ASSESSMENT

Assessment 1:

- a) submission of draft contract (10%) and
- b) Written paper (2000 words) or equivalent performance project (60%)

Assessment 2:

Lecture demonstration of research findings (30%)

## EEA312 – DISCOVERING MUSIC C

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Unit chair: D Joseph  
Prerequisite: ECA310

### CONTENT

Discovering Music C is a generic unit offered to all students across faculties. This unit focuses on Music and Culture in Society. It provides students with the opportunity to participate in creative music making and also attempts to enhance students understanding of community music making. The aim of this unit is threefold:

1. It gives students the opportunity to engage in creative music making processes using classroom/orchestral instruments and other sound sources.
2. Working with local communities in both Geelong and Melbourne, the notion of community music making in local, national and global settings will give students the opportunity to both celebrate and explore issues of diversity, multiculturalism, identity and otherness within community settings, thereby enabling collaborative partnerships.
3. By exploring the notion of music and culture, students will gain understandings and exposure to the role, value and implications of music in society.

This unit hopes to promote the use and understandings of music to non-music specialists. It will also be offered in a flexible mode that gives students the opportunity to explore music through contemporary society. It takes into account some theoretical, political, social and cultural aspects giving students the opportunity to further research the above areas.

### ASSESSMENT

Task 1: Group composition presentation (40%)  
Task 2: Research written assignment (60%)

Assessment will total 4000 words or equivalent

## EEA313 – DISCOVERING MUSIC D

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Unit chair: F Phillips

**CONTENT**

This unit focuses on the interaction between music and technology, and will enable students to explore ways in which information and communication technologies may be applied to the creative music making process. The unit will extend students' experience of the acoustic musical environment to a digital environment where a variety of software programs will be used, together with both synthesized and sampled sound sources, to enable new forms of musical expression. Students will develop skills through a variety of computer-based music production tools and will create music that may be utilised in multimedia presentations and may also incorporate other forms of visual and performing arts. Students will also engage with the underlying philosophies and aesthetic that has contributed to the progression from musique concrete of the mid twentieth century to present-day digital music production. Through a series of case studies, students will develop their own perspectives on the confluence of technology, music and other art forms in contemporary society.

**ASSESSMENT**

- 1) Research project and presentation on findings of research 1500–2000 words + PPT presentation
- 2) Annotated portfolio of music (5-10 pieces depending on length) recorded onto audio cd. + PPT with related images and notes in notes section.

Presentation of material for either or both assessment tasks may be in Second Life on Arts Education Island

**PRESCRIBED TEXTS**

Duckworth, W. Virtual Music. How the web got wired for sound.

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## EEA410 – PRIMARY ARTS EDUCATION: FOCUSSED STUDY

*Offering information: \*This unit will be offered in Trimester 1 from 2015*

*Offered at: (B, G, W)  
Credit point(s): .75  
Offerings: Trimester 2\**

*EFTSL value: 0.094  
Unit chair: J Grenfell  
Campus contact: E Hirsh (B), J Grenfell (G, W)  
Prerequisite: ECA409  
Corequisite: EEP403  
Incompatible with: ECA410  
Contact hours: 3 hours per week*

*Note: Specialism choice is subject to quota system*

**CONTENT**

Subject to the availability of staff in particular discipline-based arts education areas, students will select one of the following discipline-based arts curriculum areas for study:

- music;
- visual arts;
- dance; or
- drama.

Aside from studying curriculum and pedagogical issues, students will be encouraged to undertake teaching in the selected discipline-based arts education area during their school Professional Experience rounds. The unit will involve students in practical workshop sessions and the use of printed study guide materials.

**ASSESSMENT**

Assessment will vary according to the selected discipline-based arts curriculum area but will total 4000 words or equivalent. Assessment will focus on students' demonstration of knowledge and skills relating to the selected art form and to apply appropriate teaching methodologies to classroom teaching as well as curriculum design and development in the selected discipline-based art strand.

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## EEA710 – INDIVIDUALS AND SOCIAL CONTEXTS: THE ARTS

*Offered at: (G)  
Credit point(s): .75  
Offerings: Trimester 1*

*EFTSL value: 0.094  
Cohort rule: (For students enrolled in course E665 only)  
Unit chair: J Grenfell  
Corequisite: EEP706  
Contact hours: 3 hours per week*

**CONTENT**

This unit focuses on developing creative, innovative, effective arts teaching and learning environments in primary classrooms. For young people, learning in the arts through music, and the visual arts, involves the ability to communicate and interpret meaning, using the languages of the arts disciplines. They include cultural, critical, visual, spoken, written, aural, kinaesthetic, multi-modal and aesthetic ways of knowing and representing thinking. Developing literacies in the arts significantly enhance our opportunities to contribute to our communities and cultures in a world where multiple literacies are important for communication, understanding, and intellectual growth. It is a lifelong process of learning and participation that begins in the primary years of schooling. Students will engage in practical arts

experiences, which will inform and develop their knowledge and skills in each arts discipline. They will have the opportunity to apply their skills in designing programs for primary classrooms. They will be encouraged to apply their skills and knowledge during school based activities and the school Professional Experience program.

### ASSESSMENT

There are two assessment tasks

#### 1. Curriculum package:

The planning, design and development of arts learning activities and assessment of a primary arts unit of work, focussing on the arts disciplines of Music and Visual Art or as an Integrated curriculum focus. (2000 words or equivalent – 50%)

#### 2. Implementation Report:

Presentation of a written report demonstrating teacher competencies in Arts teaching. The teaching and assessment of a series of arts lessons ( Music and Art or Integrated curriculum) To be implemented during field experience rounds. (2000 words or equivalent – 50%)

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## EEC312 – PLAYING WITH, AND EDUCATING FOR MULTIPLE FUTURES

*Offering information: Not offered 2012.  
Re-offered 2013.*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Bateman*

### CONTENT

This unit draws upon the futures field, and considers the role of schools in developing students for multiple futures. This unit develops tools, concepts and knowledge utilised in futures education, and investigates projects which have been implemented in a range of educational settings. This unit considers the school as an agent of change, or institute of foresight, and considers the ways that foresight is developed through interdisciplinary modes of curriculum design. Learning in this unit, is underpinned by a notion of students as active shapers of their world, and as contributors to shared futures.

### ASSESSMENT

Task 1: Futures at work in our world.  
Students will develop a portfolio of futures texts at work within the media, and social worlds. They will examine these texts to deconstruct, what is assumed

within each scenario. Within the portfolio, they will interview a range of people to consider how these scenarios are aligned to individual futures perspectives. (2000 words equivalent, 50%)

Task 2: Shaping the world through passion projects.  
Students will develop a rationale for the implementation of explicit futures perspectives, within educational settings. Using pedagogy best suited to educational method, or level taught, students develop a school-based project, to respond to issues of concern to learners within a school environment. (2000 words equivalent, 50%)

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## EEC381 – CLASSROOM AND BEHAVIOUR MANAGEMENT

*Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: W Kortman*

*Note: This unit is delivered in wholly online mode*

### CONTENT

Classroom and behaviour management strategies play an important role in the creation and maintenance of effective learning environments. A diverse and changing student cohort means teachers in the twenty-first Century need a detailed understanding of the diverse factors impacting upon student and group behaviour and a robust set of strategies for creating positive, effective classroom management plans. This unit provides students with opportunities to reflect upon the strengths and weaknesses of diverse behaviour management strategies and to develop their own behaviour management plan.

### ASSESSMENT

Assessment 1:  
A & B: Behaviour management in context.  
Students compare and contrast approaches to behaviour management in different contexts through an online debate and an online journal task (2000 words or equivalent, 50%)

Assessment 2:  
Behaviour Management Today.  
Students will develop a plan or advice on an issue of behaviour management for a particular group/class. In the plan students will outline their behaviour management philosophy (with a rationale and justification); they will identify key prevention and intervention strategies; they will reflect upon the extent to which the plan caters for a diverse student group. (2000 words or equivalent, 50%)

## EEC710 – CREATING CHALLENGING LEARNING ENVIRONMENTS: ENGAGING STUDENTS

*Offered at:* (G)  
*Credit point(s):* 1  
*Offerings:* Trimester 3

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E665 only)  
*Unit chair:* L Harrison  
*Contact hours:* This unit is taught in intensive mode with a minimum of 30 contact hours

### CONTENT

Topics to be addressed in this unit include:

- theories of student learning;
- the characteristics of effective learning environments;
- planning for the creation of effective learning environments;
- managing student behaviour;
- theoretical perspectives on effective learning environments and their management;
- communicating effectively with students and colleagues;
- working productively in team settings;
- developing communities of practice
- curriculum documents (VELS), Principles of Learning and Teaching (PoLT), policies, materials and programs;
- using information and communication technologies as supports and enhancers of student learning; and
- appropriate preparation for school experience will be covered.

### ASSESSMENT

**Task 1:**  
 School observation diary – reflective journal entries on aspects of teaching observed in the preliminary observation round (1600 words – 40%)

**Task 2:**  
 Elaborate a set of principles you would use to structure learning environments (2400 words or equivalent – 60%)

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## EEC711 – THE TEACHER AS PROFESSIONAL EDUCATOR

*Offered at:* (G)  
*Credit point(s):* .75  
*Offerings:* Trimester 1

*EFTSL value:* 0.094  
*Cohort rule:* (For students enrolled in course E665 only)

*Unit chair:* J Angwin  
*Corequisite:* EEP705  
*Contact hours:* 3 hours per week

### CONTENT

The unit will be organised around the following:

- development of understanding of self as a professional;
- exploration of the meaning of professionalism in practice;
  - practice of interpersonal and professional communication skills;
  - exploration of issues of ethical practice, collegiality, inclusivity and social justice;
  - critical awareness of links and mismatches between social and economic policies and schooling;
  - development of knowledge of current educational policy and forms of governance and its relationship to professional practice and school policy;
  - knowledge of how the discipline areas work together in learning; and
  - development of understanding of planning in a collegial, whole school community, and system context.

### ASSESSMENT

**Task 1:**  
 Statement of educational philosophy.  
 Students reflect upon their educational philosophy and the influences that have helped mould that philosophy. They then develop a succinct statement of their educational philosophy that captures the essence of their reflections in a format suitable for incorporation in their professional portfolio. (1500 words or equivalent – 40%)

**Task 2:**  
 Professional Portfolio.  
 In response to expectations the profession has of the capabilities of beginning teachers, students research, collect and rationalise data for their professional portfolio. They then develop a stand-alone portfolio presentation. (2500 words or equivalent – 60%)

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## EEE201 – CREATING EFFECTIVE LEARNING ENVIRONMENTS

*Offered at:* (B)  
*Credit point(s):* .75  
*Offerings:* Trimester 1

*EFTSL value:* 0.094  
*Cohort rule:* (For students enrolled in courses D347, D351, E377 only)  
*Unit chair:* S Rawolle  
*Corequisite:* EEY201 or EEY304  
*Incompatible with:* EXE201, EEE307

Contact hours: 3 hours of lecture and/or tutorial and/or workshop per week

### CONTENT

This unit addresses the knowledge and competencies required by teachers to plan, create and implement safe, inclusive, engaging and challenging learning environments. The unit also addresses the development of effective teacher listening and communication skills appropriate to the primary and secondary school settings. By integrating with the practicum experience, EEE201 provides this broader understanding of theory and practice.

### ASSESSMENT

Three assessment tasks:

Task 1: Team development of a school learning & teaching policy (40%).

Task 2: Development of either a sequence of lessons or a strategy designed to create effective learning environments (30%).

Task 3: Individual reflective response in relation to the student's professional learning (30%)

All tasks criterion referenced with a combination of tutor and peer assessment. Total of 4000 words or equivalent.

### PRESCRIBED TEXTS

Melbourne Burwood Campus enrolled students only:  
Cope, B. 2007, *How To Plan For Behaviour Management And Classroom Management* 2nd edn, Pearson, French's Forest, NSW, Australia.

### RECOMMENDED TEXTS

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. 2007. *Teaching. Challenges & Dilemmas*. Thomson, Melbourne.  
Marsh, C. 2004, *Becoming a Teacher* (3rd edn) Pearson, Frenchs Forrest, NSW.  
Mackay, J. 2006, *Coat of many pockets: managing classroom interactions*, ACER Press, Camberwell, Vic

### REPRESENTATIVE REFERENCES

Arthur, M., Gordon, C. & Butterfield, N. (2003) *Classroom Management: Creating positive learning environments*. Thomson, Melbourne.  
UNESCO. (2005) *Cultural & Linguistic Diversity in Education* (at <http://portal.unesco.org/>)  
UNESCO. (2006) *Education For All* (at <http://www.unescobkk.org/index.php?id=95>)

## EEE202 – CURRICULUM ASSESSMENT AND REPORTING

Offered at: (B)  
Credit point(s): .75  
Offerings: Trimester 2

EFTSL value: 0.094  
Cohort rule: (For students enrolled in courses D347, D351, E377 only)  
Unit chair: S Webster  
Corequisite: EEY202 or EEY305  
Incompatible with: EXE202, EEE308  
Contact hours: 4 hours a week across lecture and tutorial time

### CONTENT

The purpose of this unit is to develop knowledge and understanding of the role of curriculum, assessment and reporting in realising the purposes and possibilities of schooling. This requires a thorough understanding of the processes of curriculum design, development, implementation and assessment and reporting and a critical awareness of the creative role of curriculum and assessment in empowering schools to respond to social change.

### ASSESSMENT

Assignment 1: Reflective Report.  
Students are to articulate their reflective responses to the readings and unit materials. (1000 words – 25%)

Assignment 2: Seminar Presentation.  
Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning. (1000 words – 25%)

Assignment 3: School Analysis.  
Students will collect, collate and analyse information from their teaching round to contribute to their understanding of curriculum, assessment and reporting practice in schools. (2000 words – 50%)

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## EEE207 – UNDERSTANDING CHILDREN AND ADOLESCENTS: PRIMARY

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E359 only)  
Unit chair: K Senior  
Campus contact: K Senior (B), B Walker-Gibbs (W), J Hodgens (G)

*Prerequisite: Students must pass at least 5 units at first year before progressing to second year level.*

*Incompatible with: EXE101, EXE404, EEE404, EEE724*

*Contact hours: 3 hour tutorial x 8 weeks*

### CONTENT

This unit, the first in a six unit major study in education, focuses on important concepts and theories which deepen understanding of school-aged young people. Developing such an understanding is fundamental professional knowledge for teachers. The unit will enable students to understand a range of theories about commonality and diversity in human development and how these theories relate to learners as individuals and as groups. It will also enable students to explore how the development of all persons happens through culture; to understand aspects of the relationship between education and human development and to begin to appreciate the professional responsibility of teaching children and adolescents. Alongside this content, students will be introduced to the professional protocols of working in schools as student teachers and will debrief concerning their school experience with a particular focus on understanding how education settings shape young people's student identities.

### ASSESSMENT

Two assignments totalling 4000 words or equivalent.

Task 1 (40%): An exploration and representation of childhood and adolescence through artefacts.

Task 2 (60%): A critical analysis of task 1.

### PRESCRIBED TEXTS

A custom book by Pearson Publishers (includes chapters from Beattie 'The Art of Learning to Teach'; McInerney & McInerney 'Educational Psychology: Constructing Learning'; and Wadham, Pudsey & Boyd 'Culture and Education') will be available in the university bookshop for this unit.

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## EEE208 – UNDERSTANDING LEARNERS: PRIMARY

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E359 only)*

*Unit chair: J Lynch*

*Prerequisite: Students must pass at least 5 units at first year before progressing to second year level.*

*Incompatible with: EXE102, EXE404, EEE404*

*Contact hours: Burwood: 1 hour of lecture and 2 hours of workshop per week. Geelong and Warrnambool: 1*

*and a half hour of lecture and 2 hours of workshop per week.*

### CONTENT

This unit introduces concepts and theories of learning and of the nature of learners, focusing on learners of school age. The students' experiences in school settings will be used to provide a base for the concepts and theories of learning introduced in this unit. The unit enables students to: observe classrooms and analyse the learning principles teachers are putting into practice there; show awareness of their own distinctive learning preferences; determine the learning preferences of individual school students; explain the cognitive and metacognitive principles that underlie current approaches to teaching and learning; explain how to motivate and engage school students; explain how to foster creativity, problem solving and thinking skills in school students; demonstrate enhanced communication, academic and information and communication technology (ICT) skills. The professional expectations of student teachers working with colleagues and expectations of student teachers management of students will be explored in preparation for school experience. Debriefing after placement will concentrate on these areas along with a particular focus on how education settings approaches to learning reflect the nature of their learners.

### ASSESSMENT

1. Eight topic quizzes (8 x 3% = 24%)
2. An analysis of learning observed by students during field experience placements in schools (2000 words, 50%)
3. An online reflective discussion based on set reading (1040 words, 26%)

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## EEE307 – CREATING EFFECTIVE LEARNING ENVIRONMENTS: PRIMARY

*Offered at: (B, G, W)*

*Offerings: Trimester 1*

*Credit point(s): .75*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in course E359 only)*

*Unit chair: C Charles*

*Campus contact: C Charles (B), S Rawolle (G), B Walker-Gibbs (W)*

*Corequisite: EEP301*

*Incompatible with: EXE201, EEE201*

*Contact hours: 3 hours of lecture and/or tutorial and/or workshop per week*

### CONTENT

This unit addresses the knowledge and considerations required by teachers to plan, create and implement safe, inclusive, engaging and challenging learning



environments. It introduces students to key contemporary approaches to understanding effective learning environments, appropriate to the primary and secondary school settings, including establishing productive classroom relationships, the role of space design and place in learning, and enhancing student engagement. By integrating with the practicum experience, EEE307 provides this broader understanding of theory and practice. Preparation for experience will focus on identifying and researching some key challenges schools face, and possible approaches they might use, in planning for effective learning. Debriefing will involve reflections on the approaches to creating effective learning environments in schools.

### ASSESSMENT

Two assessment tasks:

Task 1A: Team development of a school Learning & Teaching policy (30%)

Task 1B: Individual research diary (30%)

Task 2: Reflective analytical paper (40%)

Total of 4000 words or equivalent.

## EEE308 – CURRICULUM, ASSESSMENT AND REPORTING: PRIMARY

*Offered at: (B, G, W)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in course E359 only)*

*Unit chair: S Webster*

*Corequisite: EEP302*

*Incompatible with: EXE202, EEE202*

*Contact hours: 4 hours a week across lecture and tutorial time*

### CONTENT

This is the fourth of six compulsory Education Studies units in the Bachelor of Education (Primary). The purpose of this unit is to develop knowledge and understanding of the role of curriculum, assessment and reporting in realising the purposes and possibilities of schooling. This requires a thorough understanding of the processes of curriculum design, development, implementation and assessment and reporting and a critical awareness of the creative role of curriculum and assessment in empowering schools to respond to social change. The internationalisation of curriculum and a range of varying curriculum models will be also explored.

In preparation for school experience students will explore models of weekly, unit, and trimester program schemers. The sharing of other models used in school settings will be included in the debriefing after placement. Debriefing will also include discussion of other problematic issues raised by students.

### ASSESSMENT

Assignment 1: Reflective Report.

Students are to articulate their reflective responses to the readings and unit materials. (1000 words – 25%)

Assignment 2: Seminar Presentation.

Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning. (1000 words – 25%)

Assignment 3: School Analysis.

Students will collect, collate and analyse information from their teaching round to contribute to their understanding of curriculum, assessment and reporting practice in schools. (2000 words – 50%)

## EEE401 – PROFESSIONAL RELATIONSHIPS

*Offered at: (B, G, W)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Unit chair: A Marshall*

*Campus contact: A Marshall (B), J Hodgens (G), V Stevens (W)*

*Corequisite: EEP401*

*Incompatible with: EXE505, EEE505, EXE401*

### CONTENT

This is the fifth of six units in the Education Studies Major. This unit seeks to deepen understanding of the teaching task through the study of professional relationships within the school and the place of schools in the wider social, economic and political context. The unit focuses on professionalism as both individual and collegial practice and is concerned with respecting and valuing difference and issues of social justice. The factors influencing the changing nature of teaching as a profession are surveyed. The collegial and ethical responsibilities of being a professional educator and lifelong learner in rapidly changing environments are investigated.

### ASSESSMENT

Task 1:

Statement of educational philosophy.

Students reflect upon their educational philosophy and the influences that have helped mould that philosophy. They then develop a succinct statement of their

educational philosophy that captures the essence of their reflections in a format suitable for incorporation in their professional portfolio. (1500 words or equivalent, 40%)

#### Task 2:

##### Professional Portfolio.

In response to expectations the profession has of the capabilities of beginning teachers, students research, collect and rationalise data for their professional portfolio. They then develop a stand-alone portfolio presentation. (2500 words or equivalent, 60%)

## EEE402 – TRANSITION TO BEGINNING TEACHING

*Offered at: (B, G, W)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Unit chair: A Marshall*

*Campus contact: A Marshall (B), J Hodgens (G), V Stevens (W)*

*Corequisite: EEP402 or EY402*

*Incompatible with: EXE505, EEE505, EXE402*

### CONTENT

This is the last of six units in the Education Studies Major. It focuses on the transition from being a student teacher-in-preparation to being a beginning teacher. One aim of the unit is to consolidate the links between theory and practice emphasised in all Units of the Education Major. Another aim is to ensure that graduating students have the knowledge to take their place on the staff in a school. A third aim is to ensure that students are conceptually prepared to recognise schools as institutions and communities of learners and are able to negotiate confidently within them as beginning teachers. The unit attends to the notion of teachers as reflective practitioners and practitioner researchers who undertake ongoing enquiry while they deal with the everyday practice of teaching. A part of this unit is spent in schools.

### ASSESSMENT

#### Task 1:

##### Self analysis

Students undertake a critical analysis of their preparedness to enter the teaching profession (2000 words, 50%)

#### Task 2:

##### Research task

Students will undertake a small research task that can inform school policy and practice. (2000 words, 50%)

## EEE404 – CHILDREN: CULTURE, DEVELOPMENT AND LEARNING

*Offering information: Pipelining from 2010 – for continuing students only.*

*Offered at: (B, X)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in courses E356P, E365, E455, E460 only)*

*Unit chair: C Charles*

*Incompatible with: EXE101, EEE207, EXE102, EEE208, EXE404*

*Contact hours: On campus students: 1 hour lecture and 2 hour tutorial*

### CONTENT

This unit explores important concepts and theories that deepen understanding of school-aged young people in ways which are important for the teaching encounter and for creating effective learning environments. The unit aims to give insight into commonality and diversity in human development and approaches to learning. It will examine the way in which the learning and development journey of all children and adolescents is mediated through socio-cultural constructs, and the implications of this insight for teaching in schools. It will explore school learning as an active process of meaning making. The unit will introduce a variety of ways in which human beings can learn. It will also look at difference forms of learning – physical, perceptual, rote memorising, narrative, analytical, metacognitive. Student teacher's experiences in school settings will be used to provide a base for the concepts and theories of learning introduced in this unit.

### ASSESSMENT

Two assignments:

#### Task 1:

Small research study on an educational issue that is analysed through concepts relevant to socio-cultural understandings of children and adolescents (50%)

#### Task 2:

Analysis of aspects of the developmental learning theories explored in the unit as these operate in classroom settings (50%)

Total of 4000 words or equivalent.

## EEE405 – CREATING EFFECTIVE LEARNING ENVIRONMENTS

*Offering information: Pipelining from 2010 – for continuing students only.*

*Offered at: (B, G, X)*

*Credit point(s): .75*

*Offerings: Trimester 1 (G) or Trimester 2\* (B, X)*

*\* Not offered in 2012*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in courses E356P, E365, E455, E460 only)*

*Unit chair: TBA*

*Corequisite: EEP501*

*Incompatible with: EXE201, EEE201, EEE307, EXE405*

*Contact hours: On-campus students: Minimum 3 hours of contact per week (lecture/tutorial/workshop)*

### CONTENT

This unit addresses the knowledge and competencies required by teachers to plan, create and implement safe, inclusive, supportive, engaging and challenging learning environments. The unit also addresses the development of effective teacher listening and communication skills appropriate to the primary and secondary school settings. By integrating with the practicum experience, EEE405 provides a broader understanding of theory and practice.

### ASSESSMENT

Three assessment tasks:

Task 1: Team development of a school Learning and Teaching policy (40%).

Task 2: Development of either a sequence of lessons or a strategy designed to create effective learning environments (30%).

Task 3: Individual reflective response in relation to the student's professional learning (30%).

All tasks criterion referenced with a combination of tutor and peer assessment. Total of 4000 words or equivalent.

### RECOMMENDED TEXTS

Geelong:

Whitton, D., Sinclair, C., Barker, K., Nanlohy, P. & Nosworthy, M. 2004. *Learning for Teaching: Teaching for Learning*, Thomson, Melbourne.

### REPRESENTATIVE REFERENCES

Arthur, M., Gordon, C. & Butterfield, N. (2003) *Classroom Management: Creating positive learning environments*. Thomson, Melbourne.  
UNESCO. (2005) *Cultural & Linguistic Diversity in Education* (at <http://portal.unesco.org/> )

UNESCO. (2006) *Education For All* (at <http://www.unescobkk.org/index.php?id=95>)

## EEE504 – CURRICULUM, ASSESSMENT AND REPORTING

*Offering information: Pipelining from 2013 – for continuing students only.*

*Offered at: (B, X)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule:*

*(For students enrolled in courses E365, E455 only)*

*Unit chair: S Webster*

*Corequisite: EEY501*

*Incompatible with: EXE202, EEE202, EEE308, EXE504*

*Contact hours: 1 hour lecture and 3 hours tutorial*

### CONTENT

This unit seeks to develop the students' knowledge of the role of curriculum in realising the purposes and possibilities of schooling. This requires a thorough understanding of the processes of curriculum design, development, implementation and evaluation and a critical awareness of the creative role of curriculum in empowering schools to respond to social change. The unit will introduce students to theoretical understandings, major debates and current constructions of curriculum, assessment and reporting in Victoria and other countries. Through a focus on Victoria this unit will equip students to develop understandings about curriculum in schools, assessment practices and reporting procedures. The unit provides opportunities to focus on curriculum and schools across global and local contexts.

### ASSESSMENT

Assignment 1: Reflective Report.

Students are to articulate their reflective responses to the readings and unit materials. (1000 words – 25%)

Assignment 2: Seminar Presentation.

Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning. (1000 words – 25%)

Assignment 3: School Analysis.

Students will collect, collate and analyse information from their teaching round to contribute to their understanding of curriculum, assessment and reporting practice in schools. (2000 words – 50%)

## EEE505 – BECOMING A PROFESSIONAL EDUCATOR

*Offering information: Pipelining from 2013 – for continuing students only.*

*Offered at: (X)  
Credit point(s): .75  
Offerings: Trimester 2*

*EFTSL value: 0.094  
Cohort rule: (For students enrolled in courses E365, E455 only)  
Unit chair: A Vongalis-Macrow  
Corequisite: EEY502 or EEY504  
Incompatible with: EXE401, EEE401, EXE402, EEE402, EXE505  
Contact hours: 1 hour lecture, 2 hours of tutorials per week for on-campus students.*

### CONTENT

This unit is the final of four in the Education Studies Major sequence, and aims to help students develop the skills and understandings needed to be a member of the profession. It has three parts. One will address professional ethical issues, collegiality, parent partnerships, inclusivity and social justice. In another part, students will learn essential professional knowledge for the beginning teacher. These will include the organisational and record keeping requirements of schools, the legal requirements of teachers, the place of professional teacher organisations, and general useful information about schools as institutional work sites and as elements of systems. The third part, which may be undertaken jointly with other final trimester units, will be a small, reflective-practice research project. This project aims to begin the habit of reflective on-going research into the teaching process for those at the beginning of the journey of life-long professional learning.

### ASSESSMENT

1. Report and analysis of a school-based investigation. Written assignment (2000 words, 50%)
2. An online assessment task that includes questions concerning the legal obligations of teachers plus an online analysis of the ethical obligations of teachers (equivalent of 2000 words, 50%)

## EEE710 – TEACHING AND LEARNING IN HIGHER EDUCATION

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2 or Trimester 3*

*EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E570 only)  
Unit chair: L Harrison  
Incompatible with: Continuing students who have completed either units EEE711 or EEE713 may enrol in unit EEE710. Continuing students who have completed both units EEE711 and EEE713 are ineligible to enrol in unit EEE710.*

*Note: Students are required to attend a 2 day residential in February.*

### CONTENT

This unit is a core compulsory unit in the Graduate Certificate of Higher Education course. The first module introduces participants to key learning theories. The second module applies the learning theories introduced in module 1 to consideration of contemporary challenges in teaching in higher education contexts.

### ASSESSMENT

1. Self assessment/reflection
2. Presentation. Both pieces of assessment are marked to an ungraded pass.

### PRESCRIBED TEXTS

Ramsden, P. (2003). Learning to teach in higher education (2nd edn) London: Routledge Falmer.

### RECOMMENDED:

Biggs, J. (2003) Teaching for quality learning at university: What the student does. Buckingham: SRHE.

## EEE712 – THE STRATEGIC ACADEMIC

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: C Campbell*

*Note: The unit includes a core module with choice within elective modules.*

### CONTENT

The unit will prepare participants to situate or further develop themselves and their teaching in the tertiary sector in relation to the multiple roles of an academic in teaching, research and development, administration and community service. Topics include Institutional governance, management, strategic plans, the roles and effects of policies, rules and regulations and their applications; quality assurance and risk management; ethical and legal issues impacting on the academic; national and international higher education systems; formal/informal leadership roles; and developing a research culture and research-based teaching culture.

There is opportunity to incorporate into the work of the unit professional development modules conducted by Human Resources.

### ASSESSMENT

Two individual projects of 3000 words (or equivalent) each. In Project 1 participants will develop a personal plan grounded in required institutional knowledge that reflects their personal goals, the institution's strategic goals and operational plans. In Project 2, participants select one or more areas from their personal plan for further exploration and investigation in relation to their own career development.

## EEE714 – THE SCHOLARSHIP OF TEACHING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Moss*

### CONTENT

This unit aims to have participants further their knowledge about the scholarship of teaching, and to orient them towards enquiry-based reflection and improvement of teaching as a scholarly pursuit. Topics include critical reflection on, and enquiry into, teaching practice; methodologies and research methods including ethical issues and practices, associated with researching teaching; and report writing and communication of research into teaching.

### ASSESSMENT

This unit will require participants to design and implement a focused inquiry into teaching and learning in their discipline area. The assessment will involve: a) a proposal for an inquiry into teaching (1200 words – 20%) and b) the development of a report or a presentation to peers that describes a scholarly inquiry into teaching (4800 words – 80%). In consultation with a member of the unit team, participants will choose a particular aspect of teaching and/or learning, to undertake a review of literature on this aspect of teaching and learning, and to undertake a critical reflection on their own teaching practice over the period of a semester. The final report will be appropriate to a discipline specific forum on teaching and learning in higher education, and may take the form of a research proposal or award application, seminar presentation, or conference or journal article.

## EEE715 – DOCTORAL SUPERVISION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E570 only)*  
*Unit chair: C Hickey*

### CONTENT

The unit covers a range of issues related to the research supervision, including; framing the candidature, setting and monitoring outcomes/milestones, understanding policies and guidelines, effective supervisor to candidate relationships, guidance for ethical issues and research training, issues of care, preparation for examination and professional mentoring.

### ASSESSMENT

Participants will be required to reflect on their own assumptions about research within their discipline and important aspects of establishing supervisory relationships. They will design a research schedule defining key points in the supervision process and identifying and discussing the important decisions and issues they anticipate will arise at each stage of candidature. Assessment can be negotiated as one large assignment (100%) or two smaller assignments with a total of 6000 words or multimedia equivalent.

## EEE716 – SPECIALIST STUDIES IN TERTIARY TEACHING AND LEARNING

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E570 only)*  
*Unit chair: J Dyer*  
*Note: This is a wholly online unit*

### CONTENT

In this unit, participants will normally complete two modules selected from a range of on line teaching and learning modules. These modules relate to the following broad categories:

- Approaches to teaching that influence, motivate and inspire students to learn
- Development of curricula and resources that reflect a command of the field
- Approaches to assessment and feedback that foster independent learning

- Respect and concern for the development of students as individuals
- Scholarly activities that have influenced and enhanced learning and teaching
- Effective use of digital media and online technologies

### ASSESSMENT

Each module completed by the students will require the completion of particular activities. Satisfactory completion of the activities within two modules is a pre-requisite for the completion of the assessment tasks.

Regardless of the modules that students complete, they are required to complete two assessment tasks (both worth 50%). Both tasks can be completed at any point during the trimester, and may be completed together, in a combined 'report' to colleagues.

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## EEE717 – THE STUDENT EXPERIENCE IN HIGHER EDUCATION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E570 only)*  
*Unit chair: J Angwin*  
*Incompatible with: EEE711*

### CONTENT

Participants in this unit will explore the diverse profile of Australian university students and reflect on the profiles of their own student groups. Participants will consider the backgrounds of their students, how university study features in their lives, and what the consequences of this are for engagement with university learning contexts and assessment practices. Through engagement with research literature, audiovisual materials and online discussions, participants will consider how university teaching environments (content, pedagogy and assessment) might cater for groups such as straight-from-school students, mature-aged students, parenting students, international students, Indigenous students, and students with disabilities.

### ASSESSMENT

Compulsory module:  
 Participation in online discussions (30%)  
 Short written report (20%)

Elective module:  
 Project presented in format chosen by participant (50%)

## EEE718 – RESEARCH PAPER – SCHOLARSHIP OF TEACHING A

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E570 only)*  
*Unit chair: J Moss*  
*Prerequisite: EEE714 (or equivalent approved by the course coordinator)*

### CONTENT

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the research paper coordinator in consultation with the student and the unit chair.

### ASSESSMENT

Assessment for the Research Paper is a research report of 6000–8000 words (100%). Research Papers will normally be assessed by one examiner. These examiners will normally be appointed from amongst Deakin University academic staff excluding the supervisor. The research paper co-ordinator will appoint the examiner upon advice from the supervisor. Through the supervisor, students may request that a particular examiner not be appointed to ensure that an appropriate examiner is available. For students enrolled in the two unit pathway EEE718 and EEE719, the research report will be an interim report and assessed by the supervisor.

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## EEE719 – RESEARCH PAPER – SCHOLARSHIP OF TEACHING B

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E570 only)*  
*Unit chair: J Moss*  
*Prerequisite: EEE714 (or equivalent approved by the course coordinator) and completion of EEE718 Research Paper Part A.*

*Note: Research Paper Scholarship of Teaching A and B may be completed within the same trimester, but only after consultation with the course coordinator. On successful completion of EEE719 Research Paper*

*Scholarship of Teaching B students will be awarded 1 credit point.*

## CONTENT

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the research paper coordinator in consultation with the student and the unit chair.

## ASSESSMENT

Assessment for the overall Research Paper comprising both EEE718 and EEE719 is a research report of 12000 – 15000 words (100%) applicable at completion of EEE719 Research Paper Scholarship of Teacher B. Research Papers will normally be assessed by one examiner. These examiners will normally be appointed from amongst Deakin University academic staff excluding the supervisor. The research paper coordinator will appoint the examiner upon advice from the supervisor. Through the supervisor, students may request that a particular examiner not be appointed to ensure that an appropriate examiner is available.

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## EEE721 – YOUTH CULTURE AND LEARNING PATHWAYS

*Offered at: (G)  
Credit point(s): .75  
Offerings: Trimester 1*

*EFTSL value: 0.094  
Cohort rule: (For students enrolled in course E690 only)  
Unit chair: J Angwin  
Corequisite: EEY705  
Incompatible with: EXE701  
Contact hours: This unit is taught off-campus however students will be required to attend short on-campus intensives*

## CONTENT

Topics to be addressed in this unit include:

- Youth cultures and identity formation, including identities as learners, workers and members of peer groups and families;
- Youth cultures and discourses of responsibility and individual agency;
- Adulthood transitions;
- Discourses of 'risk' in post-compulsory education and training;
- Factors influencing school retention;
- National and international approaches to 'the youth issue';

- Critique of transition and pathway logics and the expression of these in contemporary youth policies;
- Organisational/community support mechanisms for young people; and
- Communicating with young people.

## ASSESSMENT

Task 1: Visual Presentation 50%

You are required to document your involvement with a group of young people aged between 15 and 19 years during your Applied Learning Teaching Experience. The documentation will be presented to the student group as a visual display – for example a poster, a 3D construction or a photographic display. Power point, DVD or video will not be accepted. The visual display should focus on links between youth cultures and the education, training and transition needs of young people. You should make notes in your journal about the presence of youth cultures and influences – e.g. paid work, leisure, fashion, music, television, ICTs, peer networks and interactions – in your involvement with young people in your ALTE setting or whatever context you are drawing on. The notes may include observations, reflections and records of conversations. Photographs and other visual artefacts may also be collected. Be aware that there are ethical<sup>12</sup> principles to be observed in the collection of information in the ALTE setting. These will be discussed during workshops.

Task 2: Literature & Resource Annotated Bibliography 50 %

Students are required to select a current issue related to student engagement in the applied learning context. The following list is a guide. Suggested issues

- Youth identities and school culture
- School attendance
- Curriculum options, choices or gaps
- Gender issues in vocational settings – who does what?
- Learning and earning while at school – can it work?
- Young people in alternative settings – strengths and weaknesses
- Bullying and Violence
- Cultural and linguistic diversity and or racism
- Dealing with difference – Disability
- Internet use/technology/mobile phones
- Pregnancy and parenting and school responses

Working with your issue you must construct a 2000-2500 word annotated bibliography on this topic.

## PRESCRIBED TEXTS

White, R & Wyn, J 2008, *Youth and Society*, 2nd edn, Oxford University Press, South Melbourne.

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## EEE723 – PARTNERSHIP DEVELOPMENT FOR APPLIED AND VOCATIONAL LEARNING PROGRAMS

*Offered at: (G)  
Credit point(s): .75  
Offerings: Trimester 2*

*EFTSL value: 0.094*  
*Cohort rule: (For students enrolled in course E690 only)*  
*Unit chair: M Messer*  
*Corequisite: EEE706, EEE708*  
*Incompatible with: EXE703*  
*Contact hours: 36 hours intensive workshops*

## CONTENT

Topics to be addressed in this unit include:

- Youth transitions from education to employment: current situation and future trends in meeting the workforce skills needs of society;
- Contemporary vocational learning programs for young people and the challenges posed for education institutions;
- Secondary school responses to the vocational preparation of young people through VCAL, VCE VET, Work Experience, Structured Workplace Learning, School-based new Apprenticeships, etc;
- Employability and 'employer-ability' skills and attributes;
- Developing and teaching work readiness programs;
- Centrality of applied vocational experiences in contemporary programs.
- Broad local community support mechanisms and the shared responsibility for the vocational preparation of young people;
- Government funded initiatives – Commonwealth, State and Local
- Local networks that facilitate partnership development among providers and with community organisations and employers – LLEN initiative in Victoria
- Dependency on partnerships with employers – role of employer representative organisations
- Partnership building for education providers with industry, and community organisations and agencies – critical factors including relationship developments and the development of protocols;
- Cultural differences between the operations of enterprises in the industry/ business sector and provider organisations in the education and training sector; and
- Organisation and deployment of work experience and work placements in industry for young people.

## ASSESSMENT

Assignment 1: Partnership Development Written Report & Resource (2000 words or equivalent 50%)

In small groups student teachers will:

- Identify the key institutions and representative organisations in a locality that have a role in the vocational preparation of young people;
- Map the relationships between these local institutions and organisations, education providers, community organisations, and industry and enterprises within a region that support applied and vocational learning programs for young people;
- Develop a resource (using their choice of media – ICTs, Website, print-based and/or visual) for a secondary school detailing the processes involved

in building, maintaining and sustaining a successful partnership with these local institutions and organisations from the perspective of a VCAL or VCE VET coordinator in an education institution;

- Identify and examine the critical success factors in the development of a productive school/industry partnership.

Assignment 2: Partnership Development Presentation & Evaluation (2000 words or equivalent 50%)

In small groups student teachers will:

- Organise a presentation event in the relevant community to launch their partnership-building resource from Task 1;
- Develop an evaluation rubric to be completed by participants at the event in evaluating the presentation and the partnership-building resource;
- Based on feedback provided through the completed evaluation rubrics, and a self-evaluation, write a brief (no more than 2 pages) reflective commentary identifying the strengths of the presentation, areas for improvement, and suggesting strategies for improvement;
- Submit a copy of the presentation materials together with the reflective commentary by the due date.

## PRESCRIBED TEXTS

Groundwater-Smith, S, Brennan, M, McFadden, M & Mitchell, J 2001, Secondary schooling in a changing world, Harcourt, Marrickville, NSW. Burnett, B, Meadmore, D, & Tait, G (Eds.) 2004, New Questions for Contemporary Teachers: Taking a Socio-Cultural Approach to Education, Pearson, French's Forest, NSW

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## EEE751 – TEACHING: PROMOTING SUCCESSFUL LEARNING

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Bennett*  
*Campus contact: S Bennett (B), J Loughlin (G, X)*  
*Corequisite: Must be enrolled in course E760.*  
*Incompatible with: EEE705, EEE725*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Students will examine ways in which teaching and learning can be guided by an understanding of young children's and young people's identities, and the



socio-cultural factors that help shape these. They will explore identity categories, including social class, ethnicity, and gender and the ways in which these categories influence children's learning and educational practices. They will examine how different learning and developmental theories can inform the curriculum and classroom teaching, and become familiar with the literature and research underpinning these theories as well as a range of related pedagogical frameworks. They will begin to apply these understandings to the development of their classroom management repertoire and the promotion of successful learning.

#### ASSESSMENT

Understanding learners through an Ethnographic Portrait, 50%

A case study of a community taking into account the range of experiences, services, sites and opportunities available to learners.

Reflective Practice Portfolio, 50%

A portfolio which draws on reflexive responses to coursework, research, structured observations and teaching activities with the aim of developing a personal learning plan which will support the development of a personal philosophy regarding the nature of learners and learning relationships in the community.

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## EEE752 – EFFECTIVE PLANNING AND ASSESSMENT

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (X) Trimester 2 (B, G, X)*

*EFTSL value: 0.125*

*Unit chair: K Johnstone*

*Prerequisite: EEE751*

*Corequisite: Must be enrolled in course E760.*

*Incompatible with: EEE705, EEE724, EEE725*

*Contact hours: The unit will be taught in intensive mode with associated forum sessions.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will work in collaborative teams to investigate authentic problems and issues in teaching, assessment and curriculum development. They will develop strategies to address the learning needs of a diverse range of learners, including students living in poverty, Aboriginal students, Special Education Needs (SEN) students, students with Languages Other Than English (LOTE) and justify these curriculum and assessment

decisions from socio-cultural and development learning perspectives.

#### ASSESSMENT

Positive Classrooms 50%

This task requires students to develop a case study of the use of strategies required to create a positive classroom-learning environment for a diverse range of learner.

Curriculum and Assessment 50%

This task requires students to develop and present an analysis of issues in curriculum planning and assessment for a diverse range of learners.

#### PRESCRIBED TEXTS

Churchill, R et al 2011 Teaching: making a difference. Wiley & Sons, Queensland

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## EEE753 – BECOMING A PROFESSIONAL EDUCATOR

*Offered at: (B, G\*, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G\*, X), Trimester 2 (B, G\*, X) and Trimester 3 (B, G\*)*

*\* Geelong campus offering is taught in intensive mode only*

*EFTSL value: 0.125*

*Unit chair: J Campbell*

*Prerequisite: EEE751 and EEE752*

*Corequisite: Students must be enrolled in E760 course.*

*Incompatible with: EEE505, EXE505*

*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to deepen students' understandings and develop the skills needed to be a member of the profession. It has three foci. One will address professional ethical issues, collegiality, parent partnerships and relationships with community. In another part, students will learn essential professional knowledge for the beginning teacher. This will include organisational and record keeping requirements of early childhood settings and schools, legal requirements of teachers, and general useful information about early childhood settings and schools as institutional work sites and as elements of systems. The third part, which may be undertaken jointly with other trimester units, will be a small, reflective-practice research project. This project aims to demonstrate the student's capacity to research their own teaching practices, critically reflect

on processes trialled, with the aim of furthering their skills in planning and assessing for student learning.

### ASSESSMENT

Online assessment task: legal responsibilities and analysis of ethical dilemma (60%)

Issue based investigation: action planning for improvement (40%)

## EEG402 – TEACHING IN A GLOBAL WORLD

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: J Dyer*

*Contact hours: 3 hours tutorial per week*

### CONTENT

Classrooms in Australia and in international settings require teachers to develop intercultural skills and understandings. The new Australian curriculum notes the importance of intercultural understanding as it responds to 'the imperative for all young Australians to become responsible local and global citizens, equipped through their education for living and working successfully in the globalised world of the 21st century' (ACARA,2011).

This unit is a response to this imperative as it aims to:

- develop appropriate pedagogies and curriculum to teach cross-linguistically and cross-culturally; explore understandings around culture, identities and situatedness;
- understand the complexities of globalisation, sustainability, human rights in education settings;
- read different education policies and programs;
- review and apply teaching and learning materials; and
- develop practical strategies for cross linguistic and cross-cultural teaching.

This unit will complement the Global Experience Program, Study Abroad or other comparable experiences, however these experiences are not a necessary requirement for enrolment in this unit.

### ASSESSMENT

Country Portfolio: 50%

The country portfolio provides an overview of education in a selected country or region. The audience for this portfolio is teachers who are interested in teaching in that country or region.

Teaching in a Global world: Report 50%

This task is a digital resource designed to document your learning about teaching in a global world.

## EEG701 – INTERNATIONAL SCHOOLING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Starr*

### CONTENT

This unit seeks to familiarise those involved in teaching in international schools with the broader context of the development of new institutional formations in global education – in particular the place of international schools and the networks such as IBO that support them. It also seeks to familiarise students with the various mechanisms of globalisation in international schooling – especially in areas such as the development of professional standards, assessment, accreditation, certification, etc. It will also look at the fluidity of staffing of international schools and the issues involved in mobility between contexts. These issues will be placed within the context of various explanations of the processes of globalisation and the emergence of global capital, global society, global citizenship and the emergence of third culture kids.

### ASSESSMENT

Essay:

That explores the various approaches to international schooling and examines the various networks that support international schooling. (50% – 3000 words or equivalent)

Negotiated task:

That designs a program for or examines the program of an international school including attention to curriculum, pedagogy, assessment, organisation and marketing. (50% – 3000 words or equivalent)

## EEG702 – PROFESSIONAL LEARNING IN INTERNATIONAL CONTEXTS

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Campbell*

**CONTENT**

Teachers' work and professional learning are aspects of the processes of internationalisation of education and the changing nature of professionalism in globalised knowledge economies. For those managing international schools, the issue is one of attracting and retaining high quality teachers. Both teachers and leaders have to negotiate indigenous/expatriate relationships within local industrial relations and legal requirements. At the same time, rising expectations of teachers requires them to be learners, researchers and networkers, implementing research based policy and practice. This unit is about the formation and maintenance of teacher professional identities as learners and leaders managing portfolio careers and lifestyles within international teacher labour markets. The unit draws on the emerging field of cross-national education sociology, post colonial critical and feminist theorists of internationalisation and global economies and cultures to inform student's analyses of these macro concerns on the micro workings of systems and individual schools. The unit provides the means to design strategic approaches to professional learning. It will address issues such as:

- the 'brain drain' of professionals from one country to others
- developing strategic networks and skills within complex local/global relations
- professional learning in contexts of cultural diversity
- change management and building school cultures and teams through professional learning
- assessing teachers' professional learning needs in international contexts and relating it to improved student learning outcomes

**ASSESSMENT**

The assessment comprises of two assignments, both essays (50% of total grade each) 3000 words each, with possible negotiation on the nature of the second assignment to meet specific circumstances. These will be assessed against criteria outlined in the unit guide and will include some indication of involvement of online participation.

**Assignment 1:**

From your readings and reflections on your teaching and educational context, discuss the professional issues that relate to teachers as a result of globalisation in its various manifestations. What are the implications of these issues for teachers' professional learning in international contexts, and how do these articulate in your local context?

**Assignment 2:**

Develop a professional development plan for your school / educational institution, catering for the specific needs of staff, and taking into account site-based priorities, contextual influences and cultural differences.

**EEG703 – POWER AND POLITICS IN INTERNATIONAL SCHOOLING**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Campbell*

*Note: For students who are not currently teaching in an international school, the assignments should be approached either from the perspective of an international school with which they are familiar or what it would take for a school with which they are familiar to become an 'international' school.*

**CONTENT**

Schools, unlike other commercial and industrial businesses, have learning as their central focus. This unit concentrates attention on the ways in which systematic educational processes, both internal and external, can be managed in ways that enhance the processes of teaching and learning in the context of international schools. The variety of International Schools is examined in terms of the educational needs of students in particular communities and the match or mismatch between educational needs and system provisions are considered. The various forms of support and legitimisation of curriculum and assessment processes offered by various governmental, non-governmental, independent and transnational agencies is also considered as are the brokering arrangements between such schools and other educational institutions.

**ASSESSMENT**

**Assignment 1 50% (3000 words)**  
 A case study of either a) educational systems that support teaching and learning or b) the human and physical resources that support the educational objectives of a school, with particular attention to the implications of its claim to be 'international'.

**Assignment 2 50% (3000 words)**  
 A case study of either a) the relationship between the school and its 'international' community or b) the relationship between the school and the networks of support to which it is affiliated internationally.

**EEG704 – CURRICULUM AND ASSESSMENT IN INTERNATIONAL SCHOOLS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

EFTSL value: 0.125

Unit chair: A Vongalis-Macrow

Campus contact: Penelope Pitt-Alizadeh (X)

*Note: For students who are not currently teaching in an international school, the assignments should be approached either from the perspective of an international school with which they are familiar or what it would take for a school with which they are familiar to become an 'international' school.*

## CONTENT

Curriculum and assessment are processes that lie at the heart of schooling. Many attempts are currently being made to internationalise these processes- either by the extension of 'national' systems into international contexts or by the establishment of 'supra-national' systems such as the International Baccalaureate. This competition for influence is examined within the processes of globalisation, democratisation and inclusion which provide the current context for international schooling. Examples and case studies are provided and students are expected to contribute examples of these processes at work in international schools with which they are familiar.

## ASSESSMENT

Task 1 50% – 3000 words.

A brief case study of the curriculum and assessment practices of an international school and the sources from which they are drawn.

Task 2 50% – 3000 words.

An analysis of the curriculum and assessment practices of an international school and their relationship to the political, social and cultural context of the school.

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## EEH101 – HEALTH AND PHYSICAL EDUCATION STUDIES

*Offered at: (B)*

*Offerings: Trimester 1*

EFTSL value: 0.125

*Cohort rule: Student must be enrolled in course E377.*

*Students from other courses may take the unit with permission of the course coordinator.*

*Unit chair: L Shuck*

*Incompatible with: ESH101*

*Contact hours: Two hours of practical, two hours of workshop, one hour of tutorial and one hour of lecture per week (or equivalent)*

*Note: Students must set aside 4 hours of study per week*

## CONTENT

This unit begins by investigating the history of physical education, sport, and health within an education context. A focus on physical activity and the relationship to children's health status and present day health and physical education programs are examined. Emphasis is on exploring growth and development of children and the implications for healthy nutrition practices and the affect these practices have on lifelong physical activity. Planning for a safe environment and understanding skill development, basic planning and delivery of a lesson are incorporated into the practical activity. This is achieved through teacher modelling, student observation and teaching physical education lessons in a school setting. Students will also analyse the benefits and role of health in education and explore the risks to students and identity within a health context, school and broader community. Students participate in practical classes to enhance their knowledge and skills in traditional and student-centered approaches to learning through a variety of sports and reflect on the shift from participant to teacher.

## ASSESSMENT

Task 1: 35% – 1500 words

An issue paper exploring the changing role of the health and physical education teacher. Research and reflect on the changing role of health and physical education in the development of health and physical educators in past and current society.

Task 2: 20% – 1000 words

Problem solving task examining risk in relation to teaching health and physical education. Students will choose a physical education and health risk and analyse and describe, (through problem solving) appropriate steps to address the issue(s).

Task 3: 10% – 500 words

Development of a Health and Physical Education Teaching Resource Students compile a description of practical activities (rules, equipment, how to play and possible modification(s) engaged with during the unit.

Task 4: 35% – 1000 words

School based reflection Students will research, analyse and reflect on their physical education lesson taught in schools.

## PRESCRIBED TEXTS

O'Dea, J. (2007) *Everybody's Different*. Camberwell, ACER Press.

Tinning, R., MacDonald, D., Wright, J. & Hickey, C. (2001) *Becoming a Physical Education Teacher: Contemporary and Enduring Issues*, Prentice Hall, French's Forest, NSW.

(Currently this is the only text that explores Health and Physical Education in contemporary Australian society and it will be updated when a new Australian contemporary book is written for health and physical education).

## EEH102 – THE ART AND SCIENCE OF MOVEMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E377 only)*  
*Unit chair: J Dreessens*  
*Prerequisite: ESH101*  
*Contact hours: 5 hours of contact per week*

### CONTENT

This unit uses dance and gymnastics to explore the science and art of movement education and performance skills. Inclusivity and critical analysis are used to explore both the theoretical and practical perspectives. Through dance and gymnastics workshops students investigate how to structure a safe learning environment that includes mutual respect, support, inclusivity and co-operative participation in health and physical education. Emphasis is also placed on student understanding of skill progression, sequence and transfer in dance, gymnastic and foundation skills. In small groups, students research health issues and investigate the role of creativity and communication in production of a movement piece. Through research and discussion, students develop and apply knowledge and understanding of key themes explored through participation in practical activities. This is achieved through teacher modelling, student observation, discussion and participation in the workshops.

### ASSESSMENT

Task 1a: 25% 1000 words  
 Gymnastics review and reflective journal. In small groups students use video evaluation and review to demonstrate how to teach gymnastics skills. This will also involve safety measures and a skills analysis format.

Task 1b: 25% 1000 words  
 Dance review and reflective journal. Devise a set of problem-solving dance activities using Task Cards based on assessment tasks.

Task 3: 30% 1200 words  
 Dance and Gymnastics Collaborative Performance. Performance of a dance and gymnastic collaborative routine that explores a health related issue. This includes researching one of the following health issues; body image, substance use and abuse, gender, identity, violence, and discrimination and disability.

Task 4: 20% 800 words  
 Review of the Collaborative Process. Using criteria for assessment and video ICT for analysing and critiquing a collaborative performance.

### PRESCRIBED TEXTS

Pamela Anderson Sofras (2006) *Dance Composition Basics, Capturing the Choreographer's Craft*. Human Kinetics. Champaign, IL, U.S.A.

### RECOMMENDED TEXTS

O'Dea, J. (2007) *Everybody's Different*. Camberwell, ACER Press.

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## EEH201 – HEALTH AND PHYSICAL EDUCATION: CURRICULUM STUDY B

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Student must be enrolled in course E377*  
*Unit chair: J Peters*  
*Prerequisite: EEH101 and EEH102*  
*Incompatible with: ESH404*  
*Contact hours: 5 hours per week – 1 lecture, 1x2hr practical and 1x2hr tutorial*

*Note: Study days subject to demand*

### CONTENT

This unit will consist of online, theory and practical components. The unit will focus on secondary HPE discipline and curriculum issues in health and physical education. Specifically, students will gain a greater understanding of some of the bigger picture issues that affect health and wellbeing and the way HPE curriculum is structured in the secondary school. Students will be involved in developing an integrated unit of work in growing an understanding of how HPE can be incorporated within the curriculum. Practical activities in this unit will centre on developing a sound understanding of the rationale for inclusion of a wide range of recreational activities that benefit the individual's health and wellbeing and that focus on lifelong physical activity habits.

### ASSESSMENT

Report to key stakeholders 50%  
 Students will access online academic databases and review contemporary HPE literature that enables them to write a report to stakeholders on the status of health of young Australians and school HPE and how HPE in schools can help to address some of these issues.

Integrated HPE task 50%  
 Students will be required to develop an integrated unit of work appropriate for the 7-10 setting integrating understandings of health and lifelong physical activity behaviours.

This unit will integrate recreational activities and theoretical underpinnings relevant to VELs.

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## EEH216 – PRIMARY PHYSICAL EDUCATION

*Offered at: (B, G, W)*

*Offerings: Trimester 1 (B, G, W) and Trimester 3 (B, G)*

*EFTSL value: 0.125*

*Unit chair: L Mathews*

*Campus contact: J Peters (B), L Mathews (G), J Kermeen (W)*

*Corequisite: For students enrolled in course E359*

*Incompatible with: ESH416, EEH416*

*Contact hours: 1 hour lecture and 2 hour practical session per week*

### CONTENT

This unit is designed to familiarise students with contemporary curriculum and pedagogy in the area of Physical Education as taught in the primary school. It focuses particularly on the dimension of Movement and Physical Activity, which is part of the strand Physical, Personal and Social Learning in the Victorian Essential Learning Standards.

### ASSESSMENT

Assignment 1: Five online quizzes, 5 x 20 minute quizzes, 40%

Assignment 2, 2500-3000 words, 60%

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## EEH217 – STUDENT HEALTH AND WELLBEING

*Offering information: This unit commences in 2013.*

*Offered at: (B, G, W)*

*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Marshall*

*Campus contact: D Marshall (B), L Harrison (G), D Ollis (W)*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EEH316*

*Contact hours: 3 hours per week*

### CONTENT

Student wellbeing has increasingly become a central focus for schools, and current policy frameworks state that it is a responsibility of every classroom teacher. The aim of this compulsory unit is to develop students' understanding of some of the issues that impact on student well-being, the contemporary policy contexts related to this area and the implications for their practice. Students will be expected to identify current education initiatives, including state policies together with national and global initiatives. In addition, the unit will prepare students for professional experience in this area. These aims fit within the Physical, Personal and Social Learning Strand of the new Victorian Essential Learnings Standards and are relevant to learning across the four domains of Health and Physical Education, Interpersonal Development, Personal Learning and Civics and Citizenship.

### ASSESSMENT

Assessment Task 1a):

Group presentation: Students will give a group presentation addressing a health and student wellbeing issue relevant to a primary school setting. The team presentation should go for approximately an hour and it should include a discussion of relevant research, policies, school-based practices and issues. As part of the presentation students should also teach the class an introductory year 5/6 lesson on the issue. Prior to the presentation, each group must submit a copy of the lesson plan, plus lesson outlines for two other lessons in order to reflect sequencing. (40%) (equivalent to 1800 words).

Assessment Task 1b):

Self and peer assessments: Students must submit a self-assessment of their own presentation as well as one peer assessment for every other group presentation (10%) (equivalent to 200 words).

Assessment Task 2:

Research paper on school-based experience: Students are required to select one health and student wellbeing issue and write an essay about how this issue was addressed at the school where they spend their Professional Experience in schools. This essay must engage with relevant literature addressing the issue (2000 words, 50%).

You may not do the same topic for Task 1 and Task 2. Because of the activities included as part of the workshops and the breadth of material covered in this unit it is important for students to come prepared to all workshops, which includes having completed the set readings. If you are unable to attend any workshop please email the Unit Chair explaining your absence as soon as possible.

## EEH315 – TEACHING SEXUALITY EDUCATION IN THE MIDDLE YEARS

*Offering information: \*Offered in Trimester 2 in 2013 for E377 students.*

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 3 (\*Trimester 2 in 2013 for E377 students)*

*EFTSL value: 0.125*

*Unit chair: L Harrison*

*Prerequisite: Trimester 2 from 2013 – Students commencing E377 from 2011 require EPP203 and EEH201 as a prerequisite.*

*Trimester 3 – Students enrolled in courses other than E377 must contact the Student Support office to enrol in this unit.*

*Contact hours: Taught in intensive mode over 7 days (5 hours per day)*

*Note: (i) This unit is available to E359 students completing their 3rd year of study.*

*(ii) Although this unit is open to students at the Melbourne, Geelong and Warrnambool campuses quota restrictions apply. This unit is run over a three-week period at the Waterfront Campus. It runs over 6 days between middle to late November with an additional day for assessment around middle of December. Students living outside Geelong will need to find accommodation or organise transport.*

### CONTENT

Sexuality does not suddenly emerge at secondary schools. Primary school age students live in a social context where they are exposed to messages about sexuality on a daily basis in the media through television, music, and advertising and from their peers. Sex is often joked about and discussed in derogatory or stereotypical ways. The correct information about human sexuality, including the positive aspects, is often kept hidden from children.

Generally children who receive a comprehensive sexuality education from an early age:

- Understand and accept with confidence physical and emotional changes
- Feel positive about their bodies
- Appreciate individual difference
- Are more likely to make informed and responsible sexual decisions in later life
- Feel good about themselves and their gender
- Are capable of communicating about sexual matters
- Understand appropriate and inappropriate behaviour
- Are less vulnerable to exploitation and sexual abuse (Family Planning Queensland 1996).

Sexuality education can be confronting and challenging for teachers and currently there is very little professional development in the area of health and sexuality education, particularly for primary teachers. Current programs in primary schools are often taken by outside agencies in one off blocks. This approach does not provide any continuity in teaching and goes against research that suggests classroom teachers are the best people to teach sexuality education. Research also indicates that secondary school teachers find this a difficult area to teach. Graduating teachers need to be equipped with the knowledge, skills and confidence to integrate sexuality education content, issues and activities in health education programs in line with VELS and student wellbeing policies and practice. Teachers need skills to provide effective teaching and learning activities, assess resources, deal with potentially sensitive issues with students and allay possible parental concerns.

This unit is taught in intensive mode and includes the following content:

- Setting the context: the current situation;
- Discourses in sexuality education;
- Conception and reproduction;
- Frameworks and policies;
- Gender and sexuality;
- Sexual diversity;
- Dealing with sensitive issues;
- Roles and responsibilities.

### ASSESSMENT

Resource development:

There are very few curriculum resources developed for use in teaching sexuality in the primary school. In this task students will adapt an existing secondary school curriculum resource for use in the primary school. This task will be informed by current literature on teaching sexuality education. (40%)

Micro-teaching activity:

Drawing on current literature related to sexuality education curriculum and pedagogy, students in pairs will develop one lesson on a specific area of sexuality education and teach this to their tutorial group. This lesson will include a rationale for teaching this activity at a particular level, as well as preparation and presentation of one or more activities that can be used in their teaching. The lessons produced in the tutorial will be made available to all students in the group as a teaching resource. (60%)

Assessment will total 4000 words or equivalent

## EEH316 – STUDENT HEALTH AND WELLBEING

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Marshall*

### CONTENT

Student wellbeing has increasingly become a central focus for schools, and current policy frameworks state that it is a responsibility of every classroom teacher. The aim of this compulsory unit is to develop students' understanding of some of the issues that impact on student well-being, the contemporary policy contexts related to this area and the implications for their practice. Students will be expected to identify current education initiatives, including state policies together with national and global initiatives. In addition, the unit will prepare students for professional experience in this area. These aims fit within the Physical, Personal and Social Learning Strand of the new Victorian Essential Learnings Standards and are relevant to learning across the four domains of Health and Physical Education, Interpersonal Development, Personal Learning and Civics and Citizenship.

### ASSESSMENT

Assessment Task 1a):

Group presentation: Students will give a group presentation addressing a health and student wellbeing issue relevant to a primary school setting. The team presentation should go for approximately an hour and it should include a discussion of relevant research, policies, school-based practices and issues. As part of the presentation students should also teach the class an introductory year 5/6 lesson on the issue. Prior to the presentation, each group must submit a copy of the lesson plan, plus lesson outlines for two other lessons in order to reflect sequencing. (40%) (equivalent to 1800 words).

Assessment Task 1b):

Self and peer assessments: Students must submit a self-assessment of their own presentation as well as one peer assessment for every other group presentation (10%) (equivalent to 200 words).

Assessment Task 2:

Research paper on school-based experience: Students are required to select one health and student wellbeing issue and write an essay about how this issue was addressed at the school where they spend their Professional Experience in schools. This essay must engage with relevant literature addressing the issue (2000 words, 50%).

You may not do the same topic for Task 1 and Task 2. Because of the activities included as part of the workshops and the breadth of material covered in this unit it is important for students to come prepared to all workshops, which includes having completed the set readings. If you are unable to attend any workshop please email the Unit Chair explaining your absence as soon as possible.

## EEH317 – CHILDREN IN SPORT: ISSUES AND CONTROVERSIES

*Offered at: (B, G, W)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule:*

*(For students enrolled in course E359 only)*

*Unit chair: J Peters*

*Campus contact: J Peters (B) L Matthews (G), J Kermeen (W)*

### CONTENT

Children's participation in organised competitive sport in and out of school has been a topic of much debate for some time. In this unit students will identify and investigate some of the issues and controversies that have surrounded under age sport and examine ways in which school and community sport programs have attempted to address the problems. One of the more controversial issues is the 'win at all costs' mentality that is embedded in adult sport but which has questionable value in children's sport. As well as looking at the problems this unit will also examine the merits of sport for children and, in a practical way, how games can be modified and conducted so as to enhance their physical health, motor skills and peer social relationships.

### ASSESSMENT

Assignment:

Students will undertake a review of literature to identify the main issues and controversies in children's sport (1500 words – 40%)

Case Study:

Students will undertake a case study of a school or local club competition and critically reflect on the extent to which the program is catering for the needs of the participants (2500 words – 60%)



## EEH401 – PROFESSIONAL ISSUES IN HEALTH AND PHYSICAL EDUCATION

Offered at: (B)  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Shuck  
Prerequisite: EEH201 and EPP203  
Corequisite: Student must be enrolled in course E377.

Note: An intensive workshop may be offered.

### CONTENT

This unit focuses on investigating professional issues critical to your needs as health and physical educators. The theoretical component is driven by a student-centred scenario planning pedagogy. Students explore this pedagogy through the development and writing of a personal professional scenario and then progress to developing a health or physical education scenario that emanates from a school context. Students will also explore what it means to teach physical education in a special school environment and explore teaching strategies that will enrich and enhance their teaching skills.

### ASSESSMENT

Assessment 1:  
Reflection of teaching students with special needs (equivalent to 1200 words) 30%.

Assessment 2:  
A scenario planning project that investigates a professional issue related to health and/or physical education (equivalent to 2000 words) 50%.

Assessment 3:  
Reflection on professional engagement (equivalent to 1000 words) 20%.

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## EEH404 – HEALTH: A FAMILY AND COMMUNITY FOCUS

Offering information: This unit commences in 2014

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: D Ollis  
Corequisite: Students must be enrolled in course E377  
Contact hours: 3 hour workshop

### CONTENT

Topics to be addressed in this unit include:

- A life span approach to family and health
- Different models of family, kinship and community
- Understanding health implications for understanding health promotion approaches
- Key health issues and priorities across the lifespan (tobacco use, depression, suicide, alcohol abuse, gender and violence, diabetes, heart diseases, motor vehicle accidents etc).
- Relationships between class, gender, sexuality, location, age, ability, indigeneity, ethnicity, etc., and health outcomes
- Understanding the determinants of health
- The role of government in health provision, promotion and disease prevention at different stages of the lifespan
- Australia's policies and practices – how do they compare with other developed and developing countries?
- Changing our health status – key strategies in health promotion.

### ASSESSMENT

Assessment 1:  
Family Health Report Card, 2000 words, 40%

Assessment 2 Part 1:  
Health promotion campaign funding submission – Group task, 4000 words, 40%

Assessment 2 Part 2:  
Group funding submission – presentation, 20 %

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## EEH405 – SENIOR PHYSICAL EDUCATION: CURRICULUM STUDY

Offering information: \* Offered at Geelong Warrn Ponds Campus in Trimester 1 in 2014 for E377 students.

Offered at: (B, G\*)  
Credit point(s): 1  
Offerings: Trimester 2 (\*Trimester 1 in 2014 for E377 students)

EFTSL value: 0.125  
Unit chair: K Moncrieff  
Prerequisite: Students commencing E377 from 2011 require EPP203 and EEH201 as a prerequisite.  
Contact hours: 1 hour workshop, 1 hour tutorial, 1 hour practical

**CONTENT**

This unit brings together professional content and assessment knowledge into the delivery of senior physical education as a curriculum area in schools. This unit has a strong experiential base so the teacher education student develops confidence and is able to engage with a range of student needs. This unit also brings theory into practice in the evaluation and teaching of VCE units of work in physical education for senior students.

The unit focuses on the VCE Physical Education (PE) Study Design and explores a variety of school assessed coursework opportunities. There is a particular emphasis on how to link VCE PE theory and practical activities. The unit also explores the planning and implementation of other senior physical education curricula such as VET, VCAL and IB.

**ASSESSMENT**

Tutorial presentation 1500 words (30%).  
VCE Physical Education Unit of work 2500 words (70%).

**PRESCRIBED TEXTS**

Victorian Curriculum and Assessment Authority (2010)  
VCE Physical Education Study Design.

The website for the Victorian Curriculum Assessment Authority (VCAA) provides considerable information about the Physical Education Curriculum at the Senior level.

**EEH416 – PRIMARY PHYSICAL EDUCATION**

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W) and Trimester 3 (B)*

*EFTSL value: 0.125*

*Cohort rule: (For students commencing from 2007)*

*Unit chair: L Mathews*

*Campus contact: J Peters (B), L Mathews (G), J Kermeen (W)*

*Incompatible with: ESH416*

**CONTENT**

This unit is designed to familiarise students with contemporary curriculum and pedagogy in the area of Physical Education as taught in the primary school. It focuses particularly on the dimension of Movement and Physical Activity which is part of the strand Physical, Personal and Social Learning in the new learning standards (VELS).

**ASSESSMENT**

Assignment 1 – Small Written Tasks:

Students will undertake a series of small written tasks in their practical sessions. Each task will be worth 8% and there will be five of them spread over the trimester. The tasks (each approximately 200 words) will require students to reflect on such things as the suitability of a range of activities for primary school children, the key points to keep in mind when choosing teams, the safety issues which arise in each PE lesson, how activities can and should be modified to suit age and skill, etc. (40%)

Assignment 2:

During their teaching round students will be asked to plan, teach and reflect on two physical education lessons. They will be expected to engage with the contemporary research when reflecting on the lessons they taught. This task will be worth 60% of their grade and be the equivalent of 2500-3000 words

**EEH426 – PHYSICAL EDUCATION AND THE CURRICULUM**

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: L Shuck*

*Campus contact: L Shuck (B), L Mathews (G, W)*

*Incompatible with: ESH426*

**CONTENT**

This is an elective in Health and Physical Education that sets out to help students critically examine the historical and contemporary factors that have influenced the development of the Primary School physical education curriculum. Through both lectures and practical classes students will explore the origins of the physical education curriculum and examine the relationship between fitness, health, sport and physical education as it has variously been represented in the curriculum. Students will be involved in practical sessions where they engage in and analyse curriculum content and examine teaching strategies commonly employed by specialist and non-specialist teachers. A key criteria for good teaching is the ability to create and maintain a safe and supportive learning environment which can present some challenges to the teachers, particularly when working outdoors. This unit will provide students with ways of thinking about safety so that they can plan and assess for effective learning.

**ASSESSMENT**

Two Quizzes each worth 25% One Essay worth 50%

## EEH428 – CONTEMPORARY ISSUES IN PHYSICAL EDUCATION

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Mathews  
Prerequisite: EEH426  
Incompatible with: ESH428

### CONTENT

This unit is an elective unit in Health and Physical Education. The trimester will consist of both lectures and practical classes that examine a range of issues which commonly arise when teaching Physical Education and Sport in schools. One such issue is the question of how competition is used (and abused) and how rules and equipment need to be modified to suit the age and ability of the children. Much is made of the potential for children to learn about fair play and to build 'character' but which games best serve this purpose and how do teachers encourage these attributes? In the practical classes students will explore various competitive and cooperative game structures and consider ways in which they can be integrated with other curriculum areas

### ASSESSMENT

Research task:  
Students will choose an issue of special interest and investigate it both from a theoretical and applied context (2500 words – 60%)

Class tasks:  
During the practical classes students will be expected to plan, teach and reflect upon activities suitable for primary age children (1500 words – 40%)

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## EEH455 – APPROACHES TO TEACHING HEALTH AND PHYSICAL EDUCATION

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: Students must be enrolled in course E377  
Unit chair: K Moncrieff  
Prerequisite: EEH201 and EPP203 for students who commenced E377 course from 2011.  
ESH404 for students who commenced E377 course prior to 2011.  
Incompatible with: ESH355, ESH455

Contact hours: Two hour lecture, two hour practical and two hour workshop per week (or equivalent).

### CONTENT

Topics to be addressed in this unit include: examining learner attitudes, needs and motivations for engaging in school-based health and physical education by taking on a role of teacher as researcher, exploring components of effective teaching of HPE from P – 12; expanding on issues of planning, observation, feedback and assessment; examining the three learning domains as they apply to physical education teaching from P – 12; comparing past and present notions of effective teaching to an instructional model approach; investigating several instructional models through participation in practical workshops and engaging with new physical education and health content; examination of the role of reflective practice and personal evaluation; maximising an understanding of their own teaching practice through mentoring their junior colleagues; and provide opportunities for students to experience designing and implementing a unit of work based for a P – 12 student cohort based on an instructional model.

### ASSESSMENT

Assessment 1: 40%  
Professional practicum and mentoring reflection. 1500 words.

Assessment 2 Part 1: 20%  
This task will centre on the small group based development of lesson plans in a variety of different activities. During the trimester you will be working with your colleagues to develop lesson plans in a variety of activities using a range of different pedagogical models.  
Assessment 2 Part 2: 40%  
(Individual) Resource kit based on a pedagogical model suitable for one P–12 student cohort. 1500 words.

### PRESCRIBED TEXTS

Schmottlach, N. & McManama, J. (2010) Physical Education Activity Handbook (12e). San Francisco, Benjamin Cummings.  
O'Dea, J. (2007) Everybody's Different. Camberwell, Victoria, ACER Press.

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## EEH456 – PROFESSIONAL ISSUES IN PHYSICAL EDUCATION

Offered at: (B)  
Credit point(s): .75  
Offerings: Trimester 2

EFTSL value: 0.094  
Cohort rule: (For students commencing in course E377 from 2007 or later only)  
Unit chair: K Moncrieff

Corequisite: EY402

### CONTENT

The unit focus is on investigating professional issues critical to the needs to physical education teachers. The theoretical component is driven by a scenario methodology. The unit is divided onto two sections: the first section explores scenario planning. The second section requires students to explore critical issues for teaching and physical education. Students work in small groups exploring their scenario and present results to the class. The unit is supported by practical classes in football and international rules where issues of gender, integrating students with special needs, and cultural issues are addressed.

### ASSESSMENT

- Personal Scenario, 1300 words, 30%
- Group Scenario Presentation, 1500 words, 40%
- Disability Education Certificate On-line journal, 10%
- Individual Review of Special Schools Experience, equivalent to 1000 words, 20%

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## EEH459 – SPORT EDUCATION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Moncrieff*

*Prerequisite: Students must contact the Faculty of Arts and Education Student Support Office to make an application to undertake this unit.*

*Contact hours: Intensive – 6 days over 2 consecutive weeks*

*Note: Quotas apply for this unit, please contact the Faculty of Arts and Education Student Support Office to make an application to undertake this unit. This is an intensive unit and attendance is required during late November and early December.*

### CONTENT

This is an elective unit and will consist of online, theory and practical participation. The Beginning Coaching General Principles course will be a core component of the unit and contains five modules, which cover a range of general coaching topics, including the roles and responsibilities expected of a coach, planning, safety, working with parents, communication, group management and inclusive coaching practices when working with people with a disability or special population groups. Following the core component students will choose from a variety of sports courses (EG. Basketball, hockey, netball, etc.) and will complete an intensive program that may or may not include further hours of observation (depending on the course)

for that sport. The unit will be taught on campus and may vary in length depending on the sport.

### ASSESSMENT

Coaching portfolio 70% 2500 words  
Problem-based task 30% 1500 words

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## EEH530 – PROMOTING STUDENT WELLBEING

*Offered at: (B, G)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Unit chair: D Ollis*

*Campus contact: D Ollis (B), L Harrison (G)*

*Corequisite: EY402 or EY501*

*Contact hours: 2 hour lecture per week, 3 X 3 hour workshops*

### CONTENT

Student wellbeing has increasingly become a central focus for schools, and currently policy frameworks state that student wellbeing is a responsibility of every classroom teacher. This unit aims to provide students with an understanding of young people and their wellbeing, contemporary policy contexts, as well as skills in developing supportive classroom strategies and practices.

On completion of the unit students should be able to:

- understand a range of contemporary theoretical perspectives that inform understandings of young people and their health and wellbeing issues/needs
- understand the complex and multiple factors that contribute to young people's health and wellbeing status
- understand the broad role that schools play in young people's lives
- understand the role that schools can have in promoting and enhancing the health and wellbeing of young people
- understand contemporary frameworks that shape current school based interventions and practices in the field of adolescent health and wellbeing
- understand their role as a classroom teacher in the promotion of wellbeing
- develop and implement strategies at the classroom level that contribute to the promotion of wellbeing
- develop helping skills and networking/referral skills
- critically engage with the broad area of adolescent health promotion

### ASSESSMENT

Case Study 50%

School based case study of a student wellbeing issue, developed from school based research and a literature review

Group presentation 50%  
Group presentation of school based research and health promotion strategies

#### **PRESCRIBED TEXTS**

Deakin University 2008, Reader: Promoting Student Wellbeing, Learning Services Deakin, University Geelong.

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## **EEH715 – EFFECTIVE TEACHING AND LEARNING: HEALTH AND PHYSICAL EDUCATION**

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule:*  
*(For students enrolled in course E665 only)*  
*Unit chair: L Mathews*  
*Contact hours: This unit is taught in intensive mode with a minimum of 30 contact hours*

#### **CONTENT**

Students will be required to take part in practical and tutorial classes which examine the primary school curriculum and the range of possibilities for organising, teaching, assessing and reporting on health and physical education.

Students will explore:

- How children learn movement skills
- How to develop lessons which promote the learning of movement and physical activity
- How and why health & physical education is taught in primary schools
- Health knowledge and promotion
- Building social relationships through physical activity
- Working with and in teams

#### **ASSESSMENT**

Assignment 1: Small written tasks.  
Students will undertake a series of small written tasks related to their practical sessions. Each task will be worth 8% and there will be five of them spread over the trimester. The tasks (each approximately 200 words) will require students to reflect on such things as the suitability of a range of activities for primary school children, the key points to keep in mind when choosing teams, the safety issues which arise in each PE lesson, how activities can and should be modified to suit age

and skill, and how to evaluate, record and report on learning. (5 x 200 = 1000 words, 5 x 8% = 40%)

Assignment 2:  
Students will be asked to plan, teach and reflect on two lessons. They will be expected to engage with the contemporary research, curriculum documents, and other resources when developing and reflecting on the lessons they taught. (equivalent of 2500-3000 words, 60%)

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## **EEH730 – PROMOTING STUDENT WELLBEING**

*Offered at: (B, X)*  
*Offerings: Trimester 1 (B), Trimester 2 (X) and Trimester 3 (B)*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E760 only)*  
*Unit chair: D Ollis*  
*Corequisite: EPR702*  
*Incompatible with: EXC530, EXC730*  
*Contact hours:*  
*Trimester 3*  
*5 days of intensive workshops*  
*Trimester 1*  
*3 hour weekly workshops and off-campus equivalent*

#### **CONTENT**

Topics to be addressed in this unit include:

- Schools as social environments for the promotion of student wellbeing
- Theoretical frameworks informing work with young people – health promotion, resiliencies, risk, gender, harm minimisation, effective schools
- Mental health promotion and initiatives
- Interventions for addressing health and wellbeing issues (drug education, sexuality education, diversity promotion, violence and bullying prevention)
- Disability and the promotion of wellbeing
- Teacher's role in managing and identifying risk – mandatory reporting, creating positive rapport and healthy school environments
- Practical application of addressing student health and wellbeing issues through analysis of policies and practices and applying classroom and school-based strategies

#### **ASSESSMENT**

Task 1 50%  
A literature review based on a selected area of adolescent health and wellbeing. The Review is based on a review of theoretical and intervention literature.

Task 2 50%

A group presentation based on school based research; literature review and school experience

#### PRESCRIBED TEXTS

Deakin University 2004, Promoting Student Wellbeing Reader, Deakin University, Geelong Vic.

## E EI322 – TEACHING THE LEARNER WITH SPECIAL NEEDS IN THE GENERAL EDUCATION CLASSROOM

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Spicer*

#### CONTENT

This Unit is designed to highlight differing physical and cognitive needs and abilities of students in the general primary classroom. A high level overview will be given on topics such as gifted and talented education, learning difficulties and physical differences. Identification of special needs and teacher strategies will be covered.

#### ASSESSMENT

1. an analysis of one category of difference (1200 words/30%)
2. a seminar presentation and plan (1200 words/30%)
3. a report of a student with special needs observed in a general primary classroom (1600 words/40%)

4000 words or equivalent

## E EI700 – PRACTICUM CASE STUDY

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E744SP)*

*Unit chair: W Kortman*

*Prerequisite: An approved teaching qualification*

#### CONTENT

The unit requires participants to draw on their theoretical knowledge and professional understanding to develop and implement IEPs that utilize an understanding of appropriate pedagogy to promote an inclusive learning environment employing strength-

based strategies for individual students. The content of this unit is designed to demonstrate, how IEPs can be more than a document but part of a process that can influence positive learning environments to engage students more successfully in their learning. Students complete the equivalent of a 15 day practicum where they develop and implement an IEP as part of an inclusive school-based program for at least one student in a specific curriculum area.

#### ASSESSMENT

Task 1: Submission of an initial IEP plan 40%

A. Research, preliminary planning and analysis of data for the development of an IEP case study for a student that will be implemented in task B.

B. The plan to be endorsed by the school supervisor.

Task 2: Implementation 60% School evaluation of the implementation of the case study.

## E EI714 – INDIVIDUALISED PROGRAM PLANNING

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E544, E700, E744SP only)*

*Unit chair: B Humphrey*

*Note: This unit is delivered in wholly online mode.*

#### CONTENT

The content of this unit focuses on the contemporary emphasis of quality educational opportunities for all learners. The subject matter is chosen primarily for practicing professional educators who are involved in the daily challenges and complexities of catering for individual learners within diverse student populations. The processes of planning and implementing individual education programs (IEPs) supporting students with special educational needs are explored to develop understandings of how these programs can be incorporated into inclusive classroom contexts. The emphasis in this unit is to understand that IEPs are more than a document but part of a process that can influence and change classroom practice. Subsequently approaches to learning and strategies for teaching diverse student populations will be critically analysed. Students will also consider the practical benefits of families as team members and partners in the educational process and development of educational goals. Emphasis will be placed on the changing professional roles within this context where collaboration is expected to over-ride professional edicts. The inter-related components of an IEP

building on students' current competencies, identified strengths, inclusive goals and assessment for further program planning are integral features of the content of this unit.

### ASSESSMENT

There are two assessment tasks, each worth 50%.

#### Task 1:

One literature review to analyse and synthesise understanding of assessment for program planning based on evidence from current literature consider how assessment can be utilised as a road map for inclusive program planning rather than simply providing a checklist or normative score. Discuss how individual program planning can further promote this process and how collaborative partnerships can also strengthen it. From this evidence generate a list of characteristics that would enhance learning in a differentiated classroom. Now discuss either how you have, or would, implement at least one of these characteristics in practice to promote high quality design for differentiated learners within an inclusive framework. (3000 words)

#### Task 2:

Power point presentation: 50%

The development of one IEP with a power point presentation targeted to colleagues and / or parents within a general or special education setting. The presentation must be delivered to colleagues or parent or classroom teacher. Strict confidentiality must be maintained at all levels. Using the IEP development from Assignment one, the power point will explain and highlight "the process" of generating an IEP, with emphasis on collaborative and inclusive goals and strategies. Feedback from participants and a copy of the power point presentation is to be submitted for assessment (3000 words or equivalent).

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## E EI715 – TEACHING SOCIAL BEHAVIOUR

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B Humphrey*

*Incompatible with: ESI721*

### CONTENT

This unit investigates contemporary issues relating to effective classroom management and the social variables that influence learning, including school based barriers to social inclusion. Drawing on theoretical and practical understandings that underpin the notions of social behaviour within classrooms, participants will examine and compare a variety of discipline models

and consider principles and teacher strategies that promote effective behaviour management. Critical to the examination of teacher strategies are a number of topics that include an understanding of the purpose of behaviour, the impact of teacher responses, the problem of ownership and the ability to identify the social needs of students. The assignments encourage participants to reflect on their own practice to formulate an effective discipline plan.

### ASSESSMENT

Three assessment tasks totalling approximately 6000 words:

Task 1: One pre-reading task (500 – 700 words) reflecting on your own role as a teacher and one post reading reflection (maximum 1000 words, 30%).

Task 2: Group work providing an analysis of a chosen model (maximum 2000 words, 30%).

Task 3: Case study (approx. 2500 words, 40%).

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## E EI716 – PRACTICUM: SPECIAL EDUCATIONAL NEEDS

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E744SP only)*

*Unit chair: W Kortman*

*Prerequisite: Approved teaching qualification*

### CONTENT

The content of this unit centres on the professional role of planning and implementing quality educational programs for students with special educational needs within class groups and whole school contexts. Additionally, participants are expected to critically reflect on their own professional roles and practice, including the ability to communicate with all stakeholders, to develop effective communities of practice within knowledge building schools. Students must complete a minimum of 15 days of supervised practicum in a special setting. In addition, up to 15 days can be completed by attending relevant professional development activities.

Practicum can be completed within specialised areas and in association with the professional development offered by specific services such as the Statewide Vision Resource Centre. Placement would then be supervised by a member of the visiting teacher service.

**ASSESSMENT**

## Practicum:

A 15 day special education practicum assessed by the supervising teacher. (25%)

## Reflective Journal:

Submission of a reflective journal outlining participants own role and an evaluation of their own practice. (25%)

## Portfolio:

Submit a portfolio of professional development activities attended during course enrolment – 15 days. (50%)

The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in the unit.

**ASSESSMENT**

## Assignment 1:

Planning, teaching and evaluation of a sequence of science lessons with a small group of children and a similar sequence of mathematics lessons with (preferably the same) small group of children. This assessment focuses on understandings of science and mathematics, and principles of student learning including monitoring and responding to student learning needs, and responses to critical issues. (60%)

## Assignment 2:

A design task in which students respond to the technology process and identify connections with science and mathematics. (40%)  
Assessment will total the equivalent of 4000 words. The assessment will be criterion referenced.

## EEJ421 – EFFECTIVE TEACHING OF MATHEMATICS, SCIENCE AND TECHNOLOGY

*Offering information: Pipelining from 2010 – for continuing students only.*

*Offered at: (B)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in courses E455 and E460 only)*

*Unit chair: J Cripps Clark*

*Prerequisite: ESJ420*

*Corequisite: EEP502*

*Incompatible with: ESJ421*

*Contact hours: 3 to 4 hours per week*

**CONTENT**

In this unit students will expand their understanding of the nature of the curriculum, pedagogy and assessment of mathematics, science and technology and the implications for teaching with emphasis on the role of literacies in these areas. In addition, the unit will prepare students for professional experience in mathematics, science and technology. The focus will be on developing strategies to provide challenging, coherent, engaging and inclusive learning experiences for children, plan units of work, and consider the selection and use of appropriate resources, including information and communication technologies. Students will be expected to identify current education and curriculum initiatives, including state curriculum documents and policies together with national and global initiatives. Through participation in lectures, workshops and field-based (school and community) experiences with small groups of children, and reflection/review sessions of practical school based/ community activities, students will build on and complement the knowledge and competencies required to create inclusive and engaging learning environments in Mathematical, Scientific and Technological contexts.

## EEJ724 – TEACHING FOR PATHWAYS INTO TERTIARY STUDY

*Offered at: (G D-WEXP)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in course E690 or E760 only)*

*Unit chair: C Schulz*

*Corequisite: EEY705, EEY707*

*Incompatible with: ECA551, ECJ411, ECL400, ELE501, ECJ724*

*Contact hours: 36 hours intensive workshops*

**CONTENT**

Topics to be addressed in this unit include:

- Curriculum standards and accreditation frameworks for teaching, assessing and reporting in VCE and/ or VCE VET subjects for which you are appropriately qualified;
- Analysis of curriculum content requirements for VCE and/ or VCE VET subjects for which you are appropriately qualified;
- Pedagogical strategies appropriate for working with young adults, including working with individual learning needs;
- Identification and development of appropriate curriculum and teaching resources and materials relevant to the VCE subjects you are eligible to teach and suited to needs of a particular student group;
- Opportunities and constraints on VCE and VCE VET teachers, and your pedagogical options;



- Analysis of your own strengths and weaknesses in relation to the demands of teaching within the VCE, including VCE VET, and identification of ongoing professional opportunities; and
- Using technology to support implementation, assessment and reporting for VCE and VCE VET subjects.

### ASSESSMENT

#### Task 1

Analysis of curriculum content and identification of applied learning opportunities, 50%  
Analyse the curriculum content, knowledge and assessment requirements of two VCE / VCE VET sequences. Review the content of the sequences you have selected, and identify those areas / topics that provide opportunities for you to use applied learning teaching approaches. In presenting the results of your review, list the key topics and give a brief description of the possible applied learning approaches or projects you might use, 2000 words.

#### Task 2

Applied Learning Proposal, 50%  
Select one area / topic that you identified as providing an opportunity to use applied learning teaching approaches. Prepare a detailed applied learning proposal for delivery of this area / topic. Present your proposal in the form of a 4-week teaching, learning and assessment plan. Develop a rubric with criteria for evaluation of your applied learning proposal. Present your proposal and rubric to your supervising teacher, mentor or study group for critical appraisal. Prepare a brief response to this feedback. Include the rubric, the feedback you received, and your response with your assignment submission, 2000 words

### PRESCRIBED TEXTS

White, R & Wyn, J 2008, 2nd edition Youth and Society, Oxford University Press, South Melbourne.

## EEJ735 – TEACHERS AND YOUTH LITERACY AND NUMERACY ENGAGEMENT

*Offered at:* (G)

*Credit point(s):* .75

*Offerings:* Trimester 2

*EFTSL value:* 0.094

*Cohort rule:* (For students enrolled in course E690 only)

*Unit chair:* B Humphrey

*Corequisite:* EEY706

*Incompatible with:* EXC735

*Contact hours:* This unit is taught off-campus however students will be required to attend short on-campus intensives

### CONTENT

Topics to be addressed in this unit include:

- Vocational learning curriculum designs and frameworks available in the post-compulsory sector: Victorian Certificate of Applied Learning (VCAL), Literacy and Numeracy Skills Strand
- Certificates of General Education for Adults
- Understanding the learner with literacy/numeracy skills development needs:
- factors that contribute to low literacy and numeracy levels in adolescents and young adults;
- strategies to support students with under-developed literacy and numeracy skills;
- integrating youth literacy and numeracy enhancement programs into vocational learning courses.
- A frame of reference for teachers to meet their own literacy, numeracy and technology learning needs for the teaching workplace.

### ASSESSMENT

Literacy and Numeracy Folio 40%

Part 1: Folio Development-Develop a personal folio of work based on the VCAL Literacy and Numeracy assessment criteria

Part 2: Analysis of Teaching Competence – Analyse your own competence in relation to teaching within the VCAL Literacy and Numeracy strand and prepare an ongoing self-education plan. 1500 – 2000 words

Literacy and Numeracy Analysis and Research 60 %

Part 1: Analysis – Analyse the literacy and/or numeracy components in selected units of work from your specialist teaching areas

Part 2: One of the following:

Research Option:

Undertake a research project exploring a range of issues associated with literacy and numeracy skills in young people OR

Resource Production Option: Produce a resource which will be of value in supporting literacy and/or numeracy development among young people. 2000 – 2500 words

### PRESCRIBED TEXTS

Victorian Qualifications Authority 2003, Victorian Certificate of Applied Learning Curriculum Planning Guide: VCAL Literacy and Numeracy Skills Strand, Victorian Qualifications Authority, Victoria.

Burnett, BM, Tait, GW, Meadmore, DA 2004, New Questions For Contemporary Teachers, Pearson Education, Frenchs Forest, Australia.

Marsh, C 2008, Becoming a Teacher, 4th edn, Pearson Education, Frenchs Forest, Australia.

## EEL201 – LITERACY ACROSS THE CURRICULUM

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: For students commencing in course D347 from 2011*  
*Unit chair: G Auld*  
*Incompatible with: ECL302, EEL302*  
*Contact hours: 2 contact hours per week*

### CONTENT

This unit aims to develop students' awareness of the role of language and literacy in learning, introduce them to the reading and writing processes, broaden their understanding of the language demands of their particular teaching area and equip them with strategies to develop students' language. It will focus on: definitions of language and literacy; theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; second language learning and the second language learner; the language of texts and genres across KLAs, the development of teaching strategies which promote oral language in small group and large group settings and language and technology.

### ASSESSMENT

Assignment 1:  
 A case study that presents original qualitative research or that presents original curriculum that integrates literacy across discipline areas (60%).

Assignment 2:  
 A group presentation of a collaboratively designed unit that integrates literacy across discipline areas (40%).

Assessment will total 4000 words or equivalent

## EEL302 – LITERACY ACROSS THE CURRICULUM

*Offered at: (B)*  
*Credit point(s): .75*  
*Offerings: Trimester 2*

*EFTSL value: 0.094*  
*Cohort rule: (For students commencing in courses D347 and E377 from 2007.)*  
*Unit chair: G Auld*  
*Corequisite: EEY302*  
*Incompatible with: ECL302*  
*Contact hours: 3 contact hours per week*

### CONTENT

This unit aims to develop students' awareness of the role of language and literacy in learning, introduce them to the reading and writing processes, broaden their understanding of the language demands of their particular teaching area and equip them with strategies to develop students' language. It will focus on: definitions of language and literacy; theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; second language learning and the second language learner; the language of texts and genres across KLAs, the development of teaching strategies which promote oral language in small group and large group settings and language and technology.

### ASSESSMENT

Assignment 1:  
 A written report on the analysis of teaching texts (60%).

Assignment 2:  
 A choice of a class presentation (40%).

## EEL700 – KNOWLEDGE CREATION IN THE MEDIA AGE

*Offering information: Offered in alternate years 2012, 2014*

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G Auld*

### CONTENT

Expectations that teachers integrate technology into curriculum are written into policy and curriculum documents at state and national level. Information and support is needed to help teachers meet the challenges of new technologies, to learn more about multimodal texts and literacy and to develop informed and critical approaches to literacy and new technologies. This unit considers various textual representations of professional practice (e.g. textbooks, websites, narrative inquiry) in and explores teachers' own capacities to plan and draft a representation of their professional practice, including in multimodal ways. Participants will be supported to share these representations with members of the educational community via self-publishing or through traditional publishing avenues.

### ASSESSMENT

There are two assessment tasks for this unit, one focusing on developing a proposal and draft discussing an aspect of professional practice and the second

designing a representation of the professional practice – in print or multimodal form – for sharing with a community of practice.

For the first task, participants will consider the kinds of ways such practice can be represented; undertake a study of a particular area of their practice; and develop a proposal and draft representation.

The second task requires students to develop the proposal and draft into representation of their professional practice that can be shared with a community of educational practice.

Each task is worth 50%. Assessment will total 5000-6000 words or equivalent

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## EEL701 – INQUIRING INTO CONTEMPORARY LITERACY ISSUES AND PROFESSIONAL LEARNING

*Offered at: (X)*  
*Offerings: Trimester 1*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: A Cloonan*

### CONTENT

This unit examines strategies and resources used to assist teachers to develop their own understandings of key aspects of literacy teaching and learning. Participants research their own and their colleagues' literacy education practices, engaging with readings; identifying an issue to be addressed at a school or other workplace; developing and implementing a project which addresses this issue; and reflecting and reporting on project implementation.

The issue in contemporary literacy education is identified by the participant as having relevance in a local context and is developed in negotiation with lecturers. Participants are supported through a range of readings and resources. Professional learning methods such as modelling and demonstrating teaching approaches, working in teams, mentoring, presenting to groups, and encouraging reflective practice and practitioner research are considered. Whole school characteristics that are associated with successful literacy policies and programs are addressed. Participants can also undertake the trimester 2 unit EEL702 New and traditional literacies and diverse student needs for further inquiry into literacy education.

### ASSESSMENT

There are 2 pieces of assessment for this unit:

1. Project proposal: Identification of area of literacy need and professional development focus and outline of a proposal for implementation. (50% of unit total; 2500–3000 words)
2. Project implementation, report and reflection. The project is implemented, a report developed and presented to a group of colleagues at the school or workplace and a reflection undertaken. (50% of unit total; 2500–3000 words)

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## EEL702 – NEW AND TRADITIONAL LITERACIES AND DIVERSE STUDENT NEEDS

*Offered at: (ONLINE)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Hutchison*

### CONTENT

This unit draws on contemporary knowledge about diversity of student learning needs and the teaching and learning of new and traditional literacies. In contemporary classrooms, the diversity apparent in student cohorts is increasingly recognised as are the funds of knowledge students bring to learning contexts. In the contemporary communications environment, the nature of texts and meaning-making is being altered by new technologies requiring expanded definitions of literacy.

Through the use of core and elective materials, these units explore ways in which teachers can engage diverse student cohorts in the development of new and traditional literacies. Core materials engage students with current debates, issues in the field, teaching strategies and resources. Core materials emphasise the importance of drawing on students' strengths and funds of knowledge and empowering them through the use of literacies.

Participants then select a specific area on which to focus their study. Participants specialise through engagement with elective and self-sourced materials. They may focus on developing ways of engaging and teaching literacies to students with particular special educational needs (for example, students with emotional, behavioural needs). Or they may choose to investigate a literacies related issue (for example, motivation through connecting with funds of knowledge or engagement through ICT). Within the selected specialisation, participants research, develop, implement and reflect on a school-based application of

their learning. Students will develop ways of applying their knowledge with either students or colleagues.

### ASSESSMENT

There will be two pieces of assessment (50% each) related to participants' chosen area of study:

1. Critical reflection on readings related to EITHER literacy learning of students with a particular special educational need OR a literacies issue.
2. Application of participants' learning from the study through design, implementation and reflection on EITHER specific teaching approaches used with a student/s with special educational needs OR presentation of a literacies issue related to students with special educational needs. Assessments will total approximately 6000 words or equivalent.

## EEL745 – STUDENTS' LEARNING OF LANGUAGE AND LITERACY

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Cohort rule:*

*(For students enrolled in course E665 only)*

*Unit chair: L Paatsch*

*Contact hours: This unit is taught in intensive mode with a minimum of 30 contact hours*

### CONTENT

- Stages and dimensions of reading and writing development
- Word identification strategies and cueing systems
- Development of grammar, punctuation and text types in students' writing
- Development of spelling and handwriting skills
- Development of comprehension and critical reading skills
- Assessment of literacy development
- Matching quality print, digital and multimodal texts to students' needs and stage of development
- Planning lessons based on modelled, shared and guided literacy teaching approaches
- Researching and building on the diverse types of knowledge about literacy that students bring to school from their homes and communities.

### ASSESSMENT

Portfolio:

A portfolio of short assessment, planning and observation tasks with a reflective commentary (based on video, audio and textual materials) (2400 words – 60%)

Literacy profile:

Literacy profile and teaching recommendations for an individual student based on case study materials (1600 words – 40%)

## EEM301 – NUMERACY ACROSS THE CURRICULUM

*Offered at: (Online)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule: (For students commencing in courses D347 and E377 from 2007 or later)*

*Unit chair: S Groves*

*Corequisite: EEY301*

*Incompatible with: ESM300*

*Contact hours: Equivalent to 3 hours per week*

*Note: This unit is offered in wholly online mode.*

### CONTENT

This unit focuses on numeracy across the curriculum and aspects of professional computer literacy and online pedagogy. The topics to be addressed include: the nature of numeracy; the professional numeracy and ICT literacy demands of the teaching profession; the role of numeracy within the different curriculum areas and the inherent numeracy demands and opportunities within these for secondary students, together with ways in which these demands can be addressed by teachers; a whole school approach to numeracy, the potential and limitations of online pedagogy.

### ASSESSMENT

Task 1.

Individual written assignment relating to the numeracy demands and opportunities in one of the student's chosen curriculum areas and strategies for meeting these (equivalent to 1600 words, 40%).

Task 2.

A cross curriculum group development, presentation and peer assessment of a website, PowerPoint or wiki presentation relating to a whole school approach to numeracy (equivalent to 1200 words, 30%).

Task 3.

An online learning task portfolio consisting of a number of short written pieces in response to tasks detailed on the DSO site (equivalent to 1200 words, 30%).

## EEM401 – NUMERACY ACROSS THE CURRICULUM

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: For students commencing in courses D347 from 2011.  
Unit chair: S Groves  
Incompatible with: ESM300, EEM301  
Contact hours: Equivalent to 3 hours per week  
Note: This unit is offered in wholly online mode.

### CONTENT

This unit focuses on numeracy across the curriculum and aspects of professional ICT literacy and online pedagogy. The topics to be addressed include: the nature of numeracy; the professional numeracy and ICT literacy demands of the teaching profession; the role of numeracy within the different curriculum areas and the inherent numeracy demands and opportunities within these for secondary students, together with ways in which these demands can be addressed by teachers; a whole school approach to numeracy, the potential and limitations of online pedagogy.

### ASSESSMENT

Task 1.  
Individual written assignment relating to the numeracy demands and opportunities in one of the student's chosen curriculum areas and strategies for meeting these (equivalent to 1600 words, 40%).

Task 2.  
A cross curriculum group development, presentation and peer assessment of a website, PowerPoint or wiki presentation relating to a whole school approach to numeracy (equivalent to 1200 words, 30%).

Task 3.  
An online learning task portfolio consisting of a number of short written pieces in response to tasks detailed on the DSO site (equivalent to 1200 words, 30%).

### PRESCRIBED TEXTS

Deakin University 2007, Numeracy Across the Curriculum [electronic resource], Deakin University, Geelong Vic.

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## EEM741 – PLANNING AND ASSESSING EFFECTIVE LEARNING: MATHEMATICS

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E665 only)  
Unit chair: C Campbell  
Contact hours: This unit is taught in intensive mode with a minimum of 30 contact hours

### CONTENT

Topics to be addressed in this unit include:

- children's construction of mathematical concepts in the social environment of the home, classroom and wider community
- the development of children's early number concepts, counting and place value
- the four operations and associated algorithms for whole numbers and decimal fractions
- the use of calculators in primary mathematics
- the development of informal and formal concepts for the measurement of length, perimeter, area and volume, time, temperature, money and angle
- the development of informal and formal concepts for the teaching of problem-solving, spatial thinking and geometry, mental computation and estimation, chance and data through an investigational approach
- using resources effectively for the teaching of primary mathematics and appropriate ways of incorporating the use of a range of learning technologies
- state, national and international policies, programs, and resources for developing and assessing children's mathematical development
- the connection between children as learners who construct their own understanding of mathematics and an inquiry-based model for classroom practice
- strategies for providing challenging, coherent and inclusive mathematical learning experiences for children
- assessing and reporting mathematical learning
- professional associations and networks and their standards, resources, and professional development opportunities

### ASSESSMENT

Assignment 1:  
Students prepare a detailed portfolio of activities, comprising their individual and/or group responses to set tasks within each topic (1600 words or equivalent – 40%)

Assignment 2:  
Mathematics interview analysis – using supplied data, students analyse the learning of children in mathematical concept areas and indicate various trends (2400 words or equivalent – 60%)

## EEN706 – LIFELONG LEARNING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Angwin*

### CONTENT

Topics to be addressed in this unit include:

- Lifelong learning policies in local, national and global contexts
- From UNESCO to a classroom near you – implications of policy for practice
- Shifting discourses of responsibility and individual agency in lifelong learning
- Discourses of 'risk' in post-compulsory education and training
- National and international approaches to lifelong learning
- Lifelong learning and new vocationalism – learning for what?

### ASSESSMENT

Assignment 1 50% (3000 words)  
 Essay which involves a critical analysis of three dimensions of lifelong learning policies.

Assignment 2 50% (3000 words)  
 Essay which involves a critical analysis of lifelong learning in practice in relation to the theoretical perspectives and in a particular context.

### RECOMMENDED TEXTS

Bagnall, R.G., (2004) *Cautionary tales in the Ethics of Lifelong Learning Policy and Management: A Book of Fables*, Kluwer Academic Publishers Dordrecht/Boston/London.

Field, J. (2005) *Social Capital and Lifelong Learning*, The University Press, University of Bristol.

Field John 2006, *lifelong learning and the new educational order*, Stoke-on-Trent: Trentham (2nd rev. ed)

Harrison, R. [et al.], 2002, *Supporting Lifelong Learning Vol. 1: Perspective on Learning*, Vol. 1 2, London ; New York : Routledge Falmer.

Jarvis, P. (2004) *Adult Education and Lifelong Learning: Theory and Practice*, London, Routledge

Jarvis, P. 2007, *Globalisation, lifelong learning and the learning society: sociological perspectives Lifelong learning and the learning society; v.2*, Abingdon, Oxon; N.Y. Routledge

Karmel, T., & Woods, D., (2004) *Lifelong Learning and Older Workers*, NCVER, Adelaide.

OECD (2004) *OECD Policy Brief on Lifelong Learning*, February 2004

Watson, L., (2003) *Lifelong Learning in Australia*, Australian Government, Department of Education, Science and Training.

## EEN707 – STUDENT AND CLIENT CENTRED LEARNING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Grace*

### CONTENT

Topics to be addressed in this unit include:

- The literature underpinning thinking in the construction and management of effective learning environments that meet the needs of students and clients
- Examining the differences that can exist in the conceptualisation of students or clients
- Strategies for the practical and responsive nature of student centred learning,
- The dangers and limitations of student and client centred learning
- Curriculum development and design processes to construct responsive and supportive learning environments;
- Teaching and delivery practices that are learner centred and cater for individual learner differences, and client intent;
- Principles of organisational support for student and client centred learning;
- Principles of professional development for staff.

### ASSESSMENT

Assignment 1, 50%, 3000 words  
 Assignment 2, 50%, 3000 words

## EEN708 – YOUTH LEARNERS IN ADULT ENVIRONMENTS

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Angwin*

### CONTENT

Topics to be addressed in this unit include:

- Youth cultures and identity formation, including identities as learners, workers and members of peer groups and families;
- Adulthood transitions including post school transitions to workplace and institutional settings for further education and training;

- Discourses of 'risk' in post-compulsory education and training;
- National and international approaches to 'the youth issue';
- Critique of transition and pathway logics and the expression of these in contemporary youth policies

#### ASSESSMENT

Assignment 1, 50%, 3000 words  
Assignment 2, 50%, 3000 words

## EEO210 – PRIMARY HUMANITIES, SOCIETIES AND ENVIRONMENTS 1

*Offered at: (B, G, W)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Unit chair: L Preston*

*Campus contact: K Harvie (B), L Preston (G), B Walker-Gibbs (W)*

*Prerequisite: Students must pass at least 5 units at first year before progressing to second year level.*

*Corequisite: EEP201*

#### CONTENT

Introduction to perspectives which inform Humanities, Societies and Environments Education; Introduction to skills in lesson planning within the Victorian Essential Learning Standards (VELS) curriculum policy framework; Engagement with pedagogical approaches which foster empowered, responsible, citizen-learners; Engagement with HSE Education resource partners – organisations offering support for HSE Education in primary schools.

#### ASSESSMENT

Assessment 1:  
Teaching plan 2000 words equivalent (50%)

Assessment 2:  
Teaching resource 2000 words equivalent (50%)

## EEO310 – PRIMARY HUMANITIES, SOCIETIES AND ENVIRONMENTS 2

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Bateman*

*Campus contact: D Bateman (B), L Preston (G), B Walker-Gibbs (W)*

*Prerequisite: EEO210*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: ECS310, ELE501, EEO311*

*Contact hours: 3 hours per week*

#### CONTENT

This unit aims to:

- build on and develop learning from EEO210 Primary Humanities, Societies and Environments Education 1
- develop an interdisciplinary approach using VELs
- foster understanding of cultural identities and intercultural understanding
- apply thinking skills in and across the curriculum
- integrate ICT across the curriculum
- work with problem based learning in schools
- develop resources for a study of civics and citizenship in practice
- consolidate and expand pedagogies in teaching

#### ASSESSMENT

Assessment 1:  
Teaching report – classroom. (2000 words, 50%)

Assessment 2:  
Teaching resource (2000 words, 50%)

## EEO311 – LEARNERS LIVING IN THEIR WORLD: HUMANITIES PERSPECTIVES

*Offering information: This unit commences in 2014*

*Offered at: (B, G, W)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Bateman*

*Campus contact: D Bateman (B), L Preston (G), B Walker-Gibbs (W)*

*Incompatible with: ECS310, ELE501, EEO310*

*Contact hours: 3 hours per week*

#### CONTENT

This unit is the first of two Humanities, Societies & Environments (HSE) units which focus on expanding students' understandings of curriculum teaching and resources in primary school Humanities, Societies and Environments Education (History, Geography, Economics, Civics & Citizenship). Building upon the discipline unit undertaken in the first year of studies (insert AIA code), this unit aims to increase student's awareness of the diversity of peoples and groups who live in Australia, and the different ways in which world-view is developed. To this end, critical civics and citizenship understandings are constructed through experiences of Indigenous, Local, National Asian, Global and Sustainability perspectives.

**ASSESSMENT**

Assessment 1:  
Identifying resources for teaching and learning in HSE.  
(2000 words, 45%)

Assessment 2:  
Teaching HSE with resources (2000 words, 45%)

Hurdle requirement This unit connects knowledge and teacher planning for student learning to students' life world perceptions and emergent worldviews. In order for this learning to be authentic for pre-service teachers, they will work with an individual child to better apply theoretical understandings of worldview, and relevance of learning to a known child. 10%

## EEO410 – LEARNERS INQUIRING IN AND ABOUT THEIR WORLD: HUMAN DISCIPLINES

*Offering information: This unit commences in 2015*

*Offered at: (B, G, W)*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Bateman*

*Campus contact: D Bateman (B), L Preston (G), B Walker-Gibbs (W)*

*Prerequisite: EEO310*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EEO210*

*Contact hours: 3 hours per week – 1 lecture and 1 tutorial*

**CONTENT**

This unit focuses on the curriculum development of Humanities, Societies and Environments learning within a primary classroom, where learners and teachers are positioned as inquirers in the world. In this unit, we focus on the ways in which Geography, History, Futures Education, Economics and Enterprise can be taught in creative and innovative ways. We also build upon the Civics and Citizenship developed in the previous unit. These included Indigenous perspectives, Asian perspectives, Global perspectives and Environmental perspectives. Whereas in the previous unit, professional learning focussed on HSE resources, in this unit, inquiry pedagogies and sustained engagement for rich learning are investigated.

**ASSESSMENT**

Sustaining students inquiries and learning in HSE, 2000 words, 50%

Sustaining professional inquiries and learning in HSE, 50%

## EEO731 – INDIVIDUALS AND SOCIAL CONTEXTS: THE HUMANITIES

*Offered at: (G)*

*Offerings: Trimester 3*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule:*

*(For students enrolled in course E665 only)*

*Unit chair: J Hodgins*

*Contact hours: This unit is taught in intensive mode with a minimum of 30 contact hours*

**CONTENT**

- Introduction to humanities both locally and globally (areas, resources, contexts)
- Pedagogical approaches and forms of assessment
- Classroom interactions to help develop economics knowledge, reasoning and interpretation
- Geographical knowledge and understanding
- Teaching and learning activities for developing geospatial knowledge and skills
- Active learning: Historical reasoning and interpretation
- Indigenous perspectives and the humanities
- Sustainability and the humanities
- Exploring humanities outside the classroom

**ASSESSMENT**

Assignment 1:

Resource Reflection. The aim of this task is to select, explore, describe, and critique an existing resource which has potential for use in humanities. Students will design applications of the selected resource for a range of teaching purposes (students work individually or in self-selected groups). (2000 words equivalent – 50%)

Assignment 2:

Interdisciplinary Unit of Work. Students use the inquiry approach to develop an integrated unit of learning which foregrounds humanities' learning. (2000 words equivalent – 50%)

## EEO201 – PRIMARY SCHOOL EXPERIENCE 1

*Offered at: (B, G, W)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students who commenced from 2007)*

*Unit chair: A Marshall*



**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP202 – PRIMARY SCHOOL EXPERIENCE 2**

*Offered at: (B, G, W)*  
*Credit point(s): .25*  
*Offerings: Trimester 2*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP301 – PRIMARY SCHOOL EXPERIENCE 3**

*Offered at: (B, G, W)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced 2007 or later)*  
*Unit chair: A Marshall*  
*Corequisite: EEE307, EEH316*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP302 – PRIMARY SCHOOL EXPERIENCE 4**

*Offered at: (B, G, W)*  
*Credit point(s): .25*  
*Offerings: Trimester 2*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced 2007 or later)*  
*Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP401 – PRIMARY SCHOOL EXPERIENCE 5**

*Offered at: (B, G, W)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP402 – PRIMARY SCHOOL EXPERIENCE 6**

*Offered at: (B, G, W)*  
*Credit point(s): .25*  
*Offerings: Trimester 1 (G,W), Trimester 2 (B)*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

Corequisite: EEE402  
Incompatible with: EXP402

### CONTENT

This unit will give students practical school experience related to the primary school teaching profession.

### ASSESSMENT

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## EPP403 – PRIMARY SCHOOL EXPERIENCE 7

Offered at: (B, G, W)  
Credit point(s): .25  
Offerings: Trimester 2

EFTSL value: 0.031  
Cohort rule: (For students who commenced from 2007)  
Unit chair: A Marshall  
Corequisite: EEA410  
Incompatible with: EXP403

### CONTENT

This unit will give students practical school experience related to the primary school teaching profession.

### ASSESSMENT

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## EPP501 – PRIMARY SCHOOL EXPERIENCE 5A

Offering information: Pipelining from 2010 – for continuing students only.

Offered at: (B, G, X)  
Credit point(s): .25  
Offerings: Trimester 1 (B,G), Trimester 2 (X)

EFTSL value: 0.031  
Cohort rule: (For students who from commenced 2007)  
Unit chair: A Marshall  
Incompatible with: EXP501

### CONTENT

This unit will give students practical school experience related to the primary school teaching profession.

### ASSESSMENT

On completion of a minimum of 15 full days (Burwood and Geelong students) or 25 full days (off campus students) of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## EPP502 – PRIMARY SCHOOL EXPERIENCE 5B

Offering information: Pipelining from 2010 – for continuing students only.

Offered at: (B, G)  
Credit point(s): .25  
Offerings: Trimester 2

EFTSL value: 0.031  
Cohort rule: (For students who from commenced 2007)  
Unit chair: A Marshall  
Incompatible with: EXP502

### CONTENT

This unit will give students practical school experience related to the primary school teaching profession.

### ASSESSMENT

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

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## EPP503 – PRIMARY SCHOOL EXPERIENCE 5C

Offering information: Pipelining from 2010 – for continuing students only.

Offered at: (B, G)  
Credit point(s): .25  
Offerings: Trimester 2

EFTSL value: 0.031  
Cohort rule: (For students who commenced from 2007)  
Unit chair: A Marshall  
Incompatible with: EXP503

### CONTENT

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP504 – PRIMARY SCHOOL EXPERIENCE 5D**

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (X)*

*Credit point(s): .5*

*Offerings: Trimester 1 in E365 course and Trimester 2 in E356P course*

*EFTSL value: 0.063*

*Cohort rule: (For students who commenced from 2007)*

*Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 20 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP704 – PROFESSIONAL EXPERIENCE 1**

*Offered at: (G)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in courses E665 only)*

*Unit chair: C Campbell*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP705 – PROFESSIONAL EXPERIENCE 2**

*Offered at: (G)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in course E665 only)*

*Unit chair: C Campbell*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEP706 – PROFESSIONAL EXPERIENCE 3**

*Offered at: (G)*

*Credit point(s): .25*

*Offerings: Trimester 1*

*EFTSL value: 0.031*

*Cohort rule: (For students enrolled in courses E665 only)*

*Unit chair: C Campbell*

**CONTENT**

This unit will give students practical school experience related to the primary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EES101 – COMMUNICATING SCIENCE**

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Cripps Clark*

*Incompatible with: EES200*

Contact hours: 3 hours per week (1 hour lecture and a 2 hour tutorial)

### CONTENT

This unit explores the variety of forms through which science information is communicated. Specialised science communicators can appreciate the important role that communication plays in improving scientific literacy and providing accurate and relevant scientific information to the public. This unit is designed to help students to develop skills in researching, collating, and analysing data to present in a form that is suitable and appropriate for the particular audience. This includes mastering oral, written and visual communication modes. The unit content includes Scientific communication; Reporting of scientific research; Communication strategies for a variety of audiences; Science and the public; Science and the media; Use of media to promote communication; Public construction of scientific ideas, and interpersonal and organisational communication.

### ASSESSMENT

Research and Planning task 20%  
Communication tasks 40%  
Report of science based exploration 40%

## EES200 – COMMUNICATING SCIENCE

Offering information: Commencing 2012.

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: J Cripps Clark  
Contact hours: 3 hours per week (1 hour lecture and a 2 hour tutorial)

### CONTENT

This unit explores the variety of forms through which science information is communicated. Specialised science communicators can appreciate the important role that communication plays in improving scientific literacy and providing accurate and relevant scientific information to the public. This unit is designed to help students to develop skills in researching, collating, and analysing data to present in a form that is suitable and appropriate for the particular audience. This includes mastering oral, written and visual communication modes. The unit content includes Scientific communication; Reporting of scientific research; Communication strategies for a variety of audiences; Science and the public; Science and the media; Use of media to promote communication; Public construction

of scientific ideas, and interpersonal and organisational communication.

### ASSESSMENT

Project proposal 20%.  
Poster design exercise 20%.  
Podcast/vodcast 20%.  
Wiki development 40%.

## EES240 – PRIMARY SCIENCE EDUCATION 1

Offered at: (B, G, W)  
Credit point(s): .75  
Offerings: Trimester 2

EFTSL value: 0.094  
Unit chair: G Chittleborough  
Campus contact: G Chittleborough (B), R Tytler (G, W)  
Prerequisite: Students must pass at least 5 units at first year before progressing to second year level.  
Corequisite: EEP202

### CONTENT

This unit is offered as part of the Bachelor of Education (Primary) course. The aim of the unit is to support students' understanding of core science ideas and enable them to interpret and extend these to designing activity sequences in primary school based on current thinking about teaching and learning principles. The unit will have a special focus on learning theories and pedagogies, on sustainability issues in primary schools, and on representing the nature of science.

### ASSESSMENT

Tutorial tasks 40% on science lesson planning and pedagogical issues 2000 words

Research Assignment 40% Investigate report probing children's understandings of core scientific concepts, identifying variations in understanding or perspective and recognising implications for the teaching and learning of science 2000 words (PAIRED TASK)

ONLINE TEST 20%

### PRESCRIBED TEXTS

Skamp, K. (Ed.). (2004) Teaching primary science constructively (2nd ed.). Melbourne: Thomson. This text is available through the bookstores at the Melbourne (Burwood) campus.  
Hubber, P. & Tytler, R. (2005). Ideas for Teaching Science: Years P-8. Burwood: Deakin University (CDROM and online resource)

## EES340 – PRIMARY SCIENCE EDUCATION 2

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule:

(Offered to students commencing from 2007)

Unit chair: G Chittleborough

Campus contact: G Chittleborough (B), C Campbell (G), S Herbert (W)

Incompatible with: EME244, ESS340

Contact hours: 4 hours per week

### CONTENT

This unit is offered as part of the Bachelor of Education (Primary) course.

The purpose of the unit is to build upon the ideas from Primary Science Education 1 but cover further content and extend into new pedagogical and curriculum strategies. The focus would be on the planning of activity sequences to explore ideas in a more extended fashion: integration, higher order thinking and reasoning in science, planning extended investigations, design and creativity, e-learning, using community resources, the literacies of science, and formative and summative assessment. Integration with other content areas would be dealt with. The unit will incorporate extended experience working with small groups of primary school children, planning and implementing activity sequences.

### ASSESSMENT

Assignment one:

Research assignment – exploring pedagogies that promote literacy, integration, higher order thinking and reasoning in science (Individual 1500 words – 40%)

Assignment two:

Major teaching and learning project planning, implementing and assessing a sequence of science lessons as part of an extended experience working with small groups of primary school children (1500 words for each student, a total of 3000 words for the combined report – 50%)

Reflective Task:

Reflecting on school-based teaching experience (equivalent 500 words -Individual 10%)

### PRESCRIBED TEXTS

Skamp, K. (Ed.). (2004). Teaching primary science constructively (2nd ed.). Melbourne: Thomson. This text is available through the bookstores at the Melbourne (Burwood) campus.

Hubber, P. & Tytler, R. (2005). Ideas for Teaching Science: Years P-8. Burwood: Deakin University (CDROM and online resource)

## EES345 – PRIMARY SCIENCE EDUCATION 1

Offering information: This unit commences in 2014  
Offered at: (B, G, W)  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: G Chittleborough

Campus contact: G Chittleborough (B), C Campbell (G), S Herbert (W)

Corequisite: Students must be enrolled in course E359

Incompatible with: EES240

Contact hours: 3 hours per week: 1 hour lecture and 2 hour tutorial

### CONTENT

This unit introduces students to contemporary principles and issues in the teaching of science, and extends their understandings and critical appreciation of science and its importance in primary school education. The unit will consist of content sequences designed to support students learning to clarify their own understandings of the nature of science and their own dispositions towards science learning, and to plan and implement effective teaching sequences. Engagement with children in small group teaching situations will occur at points designed to support and extend their understandings and skills in planning and teaching science.

The content will include:

1. Key concepts in science drawn from physical, chemical, biological and earth sciences; investigative processes in science; and approaches to supporting students learn these concepts at different stages of primary schooling.
2. Components of contemporary Australian science curricula and how these can be interwoven to design activity sequences that lead to quality learning in science.
3. Science for a sustainable future; socially responsible scientific literacy; science-society-technology-environment interactions.
4. Contemporary theories of learning in science including constructivist and conceptual change perspectives; the role of representation and modeling; scientific reasoning; and the nature of science.

### ASSESSMENT

Research Assignment 1, 1500 words, 40%  
Research Assignment 2, 1000 words, 40%  
Online Test, 1 hour, 20%

## EES440 – PRIMARY SCIENCE EDUCATION 2

*Offering information: This unit commences in 2015.*

*Offered at: (B, G, W)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G Chittleborough*

*Campus contact: G Chittleborough (B), C Campbell (G), S Herbert (W)*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EME244, ESS340, EES340*

*Contact hours: 3 hours per week*

### CONTENT

The purpose of the unit is to build upon the ideas from Primary Science Education 1 but cover further content and extend into new pedagogical and curriculum strategies. The unit will incorporate extended experience working with small groups of primary school children, planning and implementing and reflecting on activity sequences. The focus would be on the planning of learning sequences to explore ideas in a more extended fashion: integration, higher order thinking and reasoning in science, planning extended investigations, design and creativity, e-learning, using community resources, the literacies of science, and formative and summative assessment. The role of science in the education of the whole child will be explored, and issues in integrating science with other content areas will be explored.

### ASSESSMENT

Assignment one: Research Assignment, 1500 words, 40%

Assignment two, 2500 words, 60%

understandings and critical appreciation of the nature of science and technology, and its personal and social relevance.

In addition, the unit will prepare students for professional experience in science and technology. The focus will be on student learning and understandings, and teaching strategies to support these. Students will critically engage with current initiatives, including state curriculum documents and policies together with national and global initiatives. Through participation in structured activities and reflections based on these, and through participation in group online discussions, students will consider their own knowledge and response to science and technology. The use of information communication technologies as essential learning for the changing nature of schooling for the 21st century is another focus for student participation in the unit.

### ASSESSMENT

There are two major assignments for this unit and an online forum task:

Online forum task:  
management of an online discussion forum based around a commentary on teaching and learning issues (400 words, 8%)

#### Assignment 1:

Exploring children's learning in science. This assignment is based on an activity with children in which understandings, and the role of questioning, are explored (1600 words, 32%)

#### Assignment 2:

Science teaching research task. In this task a science based teaching unit is designed that incorporates a range of aspects of science related pedagogy including the use of ICT, science processes and inclusive practices (3000 words, 60%)

## EES540 – PRIMARY SCIENCE EDUCATION

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (X)*

*Credit point(s): .75*

*Offerings: Trimester 2*

*EFTSL value: 0.094*

*Cohort rule: (Only offered to students commencing from 2007)*

*Unit chair: W Jobling*

*Incompatible with: EME244, ESS340, EES340, ESJ420, ESJ421, ESS540*

### CONTENT

In this unit students will expand their understanding of current principles and issues in the teaching of science and its links with technology, and to extend their

## EES734 – PLANNING AND ASSESSING EFFECTIVE LEARNING: SCIENCE AND TECHNOLOGY

*Offered at: (G)*

*Credit point(s): .75*

*Offerings: Trimester 1*

*EFTSL value: 0.094*

*Cohort rule: (For students enrolled in course E665 only)*

*Unit chair: C Campbell*

*Corequisite: EEP704*

*Contact hours: 3 hours per week*

**CONTENT**

- Student learning in science & student conceptions;
- Theories of learning: constructivist and sociocultural perspectives;
- Appropriate pedagogies, the SIT Science Components, diagnostic and formative assessment, conceptual change strategies, scaffolding, classroom discourse, questioning. E-learning. Planning a science lesson;
- The nature of science; historical narratives, the relationship between theory and evidence in science, contemporary science practice. The relationship between environmental education and science;
- Investigative processes; types of question, design, measurement, data representation and analysis, writing in science;
- Higher order thinking and reasoning in science. Creativity and imagination;
- Formative and summative assessment in science;
- Planning for integration in science; the nature of integration, integrating with technology, mathematics, art and SOSE;
- Using community resources in science. The use of ICT to support learning; and
- Science conceptual areas: properties of materials, matter and substance, physical and chemical changes to matter (melting, dissolving, evaporation), the science of cooking, testing of materials, rocks, earth and atmospheric processes, the earth in space.

**ASSESSMENT****Assignment 1:**

Probing Children's science understandings.

This assignment is based on 4 explorations you will carry out during tutorials. You will develop understandings of strategies to probe children's existing understandings in an area of science. (paired tasks)- 20%

**Assignment 2:**

Design of a science teaching sequence.

This is a 4-5 lesson teaching sequence which you will undertake with a small group of children in your first Professional Experience. (3000-4000 words for paired) – 30%

**Assignment 3:**

Reflective Portfolio of Tasks.

This is an organised collection that details some of your learning experiences during the unit, and the resources that will form a basis for your professional practice.

Part A – the Pedagogical Portfolio (PP) will be based substantially on material and ideas (13 pieces) gathered through professional experience, reading lectures, tutorials, and other aspects of this unit. 26%

Part B – will be a short response to four aspects of science teaching (360 words for each short response) 24% (Total 50%)

**EET330 – TEACHING WITH NEW TECHNOLOGIES**

*Offering information: Enrolment quotas apply to the Burwood offering of this unit.*

*Offered at: (B, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Lynch*

*Campus contact: E Loong (B), J Lynch (W)*

*Incompatible with: EST330*

*Contact hours: 3 hours per week*

**CONTENT**

This unit focuses on developing students' awareness and understandings of the philosophical and practical implications of the use of digital technologies to support teaching and learning in schools. The unit also supports students to extend their ICT skills and to articulate how these skills are relevant to their emerging teaching philosophies and their future roles as classroom teachers. Assignments produced in this unit will contribute directly to students' professional portfolios.

Topics addressed in this unit include:

- Socio-cultural and historical understandings of educational technology
- The transformative potential of new technologies
- New digital technologies and emerging trends and possibilities
- Leveraging ubiquitous technologies
- Assessing and responding to risks associated with new technologies

Technologies in focus will include social software and emerging Web 2.0 applications, multimedia and digital learning objects, and classroom tools such as interactive whiteboards and tablet and handheld computers. This unit takes an interdisciplinary approach to developing students' professional digital literacies through: the hands-on development of operational skills; engagement with research on current and emerging practices; and, the development of a critical perspective grounded in students' own teaching goals and values.

**ASSESSMENT**

Focus on skills 30%, 1200 words equivalent –

An individual assignment, presented in digital form, and demonstrating operational skills learned.

Focus on application 40%, 1600 words equivalent –

A group assignment, presented in digital form, focused on the pedagogical application of technology.

Focus on philosophy 30%, 1200 words equivalent –

An individual assignment, presented in digital form, focused on your emerging teaching philosophy.

## EEY201 – SECONDARY SCHOOL EXPERIENCE 2A

*Offered at: (B)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

### CONTENT

This unit will give students practical school experience related to the secondary school teaching profession.

### ASSESSMENT

On completion of a minimum of 6 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY202 – SECONDARY SCHOOL EXPERIENCE 2B

*Offered at: (B)*  
*Credit point(s): .25*  
*Offerings: Trimester 2*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

### CONTENT

This unit will give students practical school experience related to the secondary school teaching profession.

### ASSESSMENT

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY301 – SECONDARY SCHOOL EXPERIENCE 3A

*Offered at: (B)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

### CONTENT

This unit will give students practical school experience related to the secondary school teaching profession.

### ASSESSMENT

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY302 – SECONDARY SCHOOL EXPERIENCE 3B

*Offered at: (B)*  
*Credit point(s): .25*  
*Offerings: Trimester 2*

*EFTSL value: 0.031*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

### CONTENT

This unit will give students practical school experience related to the secondary school teaching profession.

### ASSESSMENT

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY304 – SECONDARY SCHOOL EXPERIENCE 3C

*Offering information: Pipelining from 2011 – for continuing students only*

*Offered at: (B)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Cohort rule: (For students enrolled in course D351 only)*  
*Unit chair: A Marshall*

### CONTENT

This unit will give students practical school experience related to the secondary school teaching profession.



**ASSESSMENT**

On completion of a minimum of 20 full days of school experience consisting of 2 x 10 day sections, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY305 – SECONDARY SCHOOL EXPERIENCE 3D**

*Offering information: Pipelining from 2011 – for continuing students only*

*Offered at: (B)  
Credit point(s): .25  
Offerings: Trimester 2*

*EFTSL value: 0.031  
Cohort rule: (For students enrolled in course D351 only)  
Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 20 full days of school experience consisting of 2 x 10 day sections, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY306 – SECONDARY SCHOOL EXPERIENCE 3E**

*Offered at: (B)  
Credit point(s): .125  
Offerings: Trimester 1*

*EFTSL value: 0.016  
Unit chair: A Marshall  
Corequisite: For students enrolled in course D351 from 2009.*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY307 – SECONDARY SCHOOL EXPERIENCE 3F**

*Offered at: (B)  
Credit point(s): .125  
Offerings: Trimester 2*

*EFTSL value: 0.016  
Unit chair: A Marshall  
Corequisite: For students enrolled in course D351 from 2009.*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY401 – SECONDARY SCHOOL EXPERIENCE 4A**

*Offered at: (B)  
Credit point(s): .25  
Offerings: Trimester 1*

*EFTSL value: 0.031  
Cohort rule: (For students who commenced from 2007)  
Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 10 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY402 – SECONDARY SCHOOL EXPERIENCE 4B**

*Offered at: (B)  
Credit point(s): .25  
Offerings: Trimester 2*

*EFTSL value: 0.031  
Cohort rule: (For students who commenced from 2007)  
Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY403 – SECONDARY SCHOOL EXPERIENCE 4C

*Offered at:* (B)  
*Credit point(s):* .25  
*Offerings:* Trimester 2

*EFTSL value:* 0.031  
*Cohort rule:* (For students who commenced from 2007)  
*Unit chair:* A Marshall

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY501 – SECONDARY SCHOOL EXPERIENCE 5A

*Offering information:* For continuing students only. On-campus pipelining from 2011. Off-campus pipelining from 2012.

*Offered at:* (B, G, X)  
*Credit point(s):* .25  
*Offerings:* Trimester 1

*EFTSL value:* 0.031  
*Cohort rule:* (For students who commenced from 2007)  
*Unit chair:* A Marshall

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days (Burwood students) or 25 full days (Geelong and off campus students) of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY502 – SECONDARY SCHOOL EXPERIENCE 5B

*Offering information:* For continuing students only. On-campus pipelining from 2011. Off-campus pipelining from 2013.

*Offered at:* (B, X)  
*Credit point(s):* .25  
*Offerings:* Trimester 1 (X) or Trimester 2 (B)

*EFTSL value:* 0.031  
*Cohort rule:* (For students who commenced from 2007)  
*Unit chair:* A Marshall

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days (Burwood students) or 20 full days (off campus students) of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

## EEY503 – SECONDARY SCHOOL EXPERIENCE 5C

*Offering information:* Pipelining from 2011 – for continuing students only.

*Offered at:* (B)  
*Credit point(s):* .25  
*Offerings:* Trimester 2

*EFTSL value:* 0.031  
*Cohort rule:* (For students who commenced from 2007)  
*Unit chair:* A Marshall

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 15 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY504 – SECONDARY SCHOOL EXPERIENCE 5D**

*Offered at: (G)*  
*Credit point(s): .5*  
*Offerings: Trimester 2*

*EFTSL value: 0.063*  
*Cohort rule: (For students who commenced from 2007)*  
*Unit chair: A Marshall*

**CONTENT**

This unit will give students practical school experience related to the secondary school teaching profession.

**ASSESSMENT**

On completion of a minimum of 20 full days of school experience, and a satisfactory assessment by supervising teacher (and university staff), students will attain an Ungraded Pass (UP).

**EEY705 – SECONDARY PLACEMENT**

*Offered at: (G)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Unit chair: D Blake*  
*Incompatible with: EXS705*

**CONTENT**

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY705 corresponds to 10 days of the mandatory secondary placement where students work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

**ASSESSMENT**

Assessment and structured feedback will occur through supervising teachers' evaluations of the placement and will also be integrated with on-campus aspects of the course.

**EEY706 – APPLIED LEARNING PLACEMENT**

*Offered at: (G)*  
*Credit point(s): .25*  
*Offerings: Trimester 2*

*EFTSL value: 0.031*  
*Unit chair: D Blake*  
*Incompatible with: EXS706*

**CONTENT**

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY706 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

**ASSESSMENT**

Assessment and structured feedback will occur through supervising teachers' evaluations of the placement and will also be integrated with on-campus aspects of the course.

**EEY707 – APPLIED LEARNING PLACEMENT**

*Offered at: (G D-WEXP)*  
*Credit point(s): .25*  
*Offerings: Trimester 1*

*EFTSL value: 0.031*  
*Unit chair: D Blake*  
*Incompatible with: EXS707*

**CONTENT**

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve supervision by a VIT registered teacher.

EEY707 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

**ASSESSMENT**

Assessment and structured feedback will occur through supervising teachers' evaluations of the placement and will also be integrated with on-campus aspects of the course.

**EEY708 – SECONDARY PLACEMENT**

*Offered at:* (G D-WEXP)  
*Credit point(s):* .25  
*Offerings:* Trimester 2

*EFTSL value:* 0.031  
*Unit chair:* D Blake  
*Incompatible with:* EXS708

**CONTENT**

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve the supervision of VIT registered teacher.

EEY708 corresponds to 15 days of the mandatory secondary placement where students work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

**ASSESSMENT**

Assessment and structured feedback will occur through supervising teachers' evaluations of the placement and will also be integrated with on-campus aspects of the course.

**ELL101 – LANGUAGE: SPEECH AND SOUNDS**

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* G Kamyab  
*Incompatible with:* ALG119  
*Contact hours:* 3 hours per week

*Note:* This unit is course grouped to the Bachelor of Arts (including D347), and discipline units in E359.

**CONTENT**

This unit is designed for students beginning their study of linguistics. Students will be introduced to modern linguistic study and its major theoretical and methodological issues, in particular those relating to phonetics and phonology. Topics include an overview of language and communication, how languages have evolved and the position of English in relationship to other languages. A major focus is the sounds of English, how they are produced, and how linguists transcribe these sounds in order to study spoken language. Through a small project, students will learn how to investigate a selected aspect of spoken language in a community of interest and relevance to them, such as a friendship group, a family, a sporting or leisure group, an education setting, or a workplace.

**ASSESSMENT**

Report on a project on a specific aspect of spoken language (2000 words, 50%); examination (2000 words equivalent, 50%).

**PRESCRIBED TEXTS**

Burridge, K. and Mulder, J. (1998) English in Australia and New Zealand. Melbourne: OUP

**ELL102 – LANGUAGE: WORDS AND STRUCTURE**

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* H Shokouhi  
*Incompatible with:* ALG120  
*Contact hours:* 3 hours per week

*Note:* This unit is course grouped to the Bachelor of Arts (including D347), and discipline units in E359.

**CONTENT**

Successful communication requires us to understand and produce a wide range of written texts. This unit introduces students to the ways in which written texts are constructed, both at the level of the word and sentence and at the whole text level. It looks at how written language has developed across time, and how it continues to change. It examines how words are created, borrowed, how they change and die, and how this influences the grammar of sentences and texts. Another major focus is on the clause and its types, and the sentence and its constituents. Finally, the unit discusses the concepts of discourse and discourse coherence, and styles of writing in terms of contemporary practices as well as historical and spatial variation. Through a small project, students will learn how to investigate an aspect of written language of interest and relevance to them in environments such as the workplace, an education setting, family, hobby group or various types of online communities.

**ASSESSMENT**

Report on a project on a specific aspect of written language (2000 words, 50%); examination (2000 words equivalent, 50%).

**PRESCRIBED TEXTS**

Burridge, K. and Mulder, J. (1998) *English in Australia and New Zealand*. Melbourne: OUP

impact of language use and policies on the diverse membership of Australian society.

**ASSESSMENT**

Task 1:

Folio and essay – Collection of language samples and essay relating these to themes in variation (50%)

Task 2:

Essay – Propose a language policy for a school or public institution and explain relevant theories (50%)

Assessment will total 4000 words or equivalent

**ELL202 – TEXTS ACROSS CULTURES**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Macdonald*

*Incompatible with: ECL775*

*Contact hours: 2 hours per week plus DSO participation (at least 1 hour per week)*

**CONTENT**

This unit aims to introduce students to the basic concepts of intercultural communication. It discusses differences in interactive styles across diverse cultural settings and focuses on the application of intercultural pragmatics in language learning and teaching contexts. Topics to be addressed include: Cultural differences in written and spoken discourse; Intercultural communication and Gricean maxims; Ways of making meaning in diverse cultural contexts; The pragmatics of face and politeness; Applications of pragmatics in second and foreign language learning and teaching; Relevance and implicature; Intercultural variation in speech acts; Presupposition and common ground; Cultural awareness in the classroom; Intercultural variation of academic English; and Stereotyping and discriminating in language.

**ASSESSMENT**

Responses to theoretical issues and practical activities in logbook format (2000 words – 50%); an essay on an issue in intercultural communication in a language classroom (to be selected from a list of topics included the Unit Guide) (2000 words – 50%).

**PRESCRIBED TEXTS**

Bowe, H. & Martin, K. (2007) *Communication Across Cultures: Mutual Understanding in a Global World*. Melbourne: Cambridge University Press.

**ELL201 – LANGUAGE AND SOCIAL CONTEXTS**

*Offering information: Offered in alternating years 2013, 2015*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: P Henry*

*Incompatible with: ALG203*

*Contact hours: 3 hours per week*

**CONTENT**

Understanding how language varies and the factors that lead to it as well as the social responses to variation form the base knowledge for this unit. Varieties of language in Australia including immigrant and indigenous languages and the nature of culture and its relationship to language and thought are also central areas of study. With an understanding of language, context and variation and concepts of class, gender and race (particularly in relation to language education and work) and their meaning in terms of personal and classroom experience, students will consider the

## ELT711 – TEACHING, LEARNING AND SCHOOL LEADERSHIP

Offering information: Not offered in 2012, re-offered 2013.

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: J Moss

Prerequisite: Minimum 8 credit points of strand study (i.e. early childhood, primary or secondary), must have passed all units EEE751, EEE752, EPR701, and EPR702.

Corequisite: Must be enrolled in course E760, and unit ELT712

Contact hours: 3 hours per week or equivalent

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics in this unit include:

1. Theories of Leadership – historical and current
2. Leadership of teaching and teams
3. Leadership – qualities, skills and attributes
4. New Leadership and changing contexts
5. Leadership and curriculum change
6. Case study methods

### ASSESSMENT

Task 1 50%

A literature review that investigates a selected area of leadership theory relevant to the individual's educational context.

Task 2 50%

A presentation (team or individual) based on development of a case study of two different educational leaders or leadership contexts.

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## ELT712 – LEADING LEARNING COMMUNITIES

Offering information: Not offered in 2012, re-offered 2013.

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: A Vongalis-Macrow

Campus contact: A Morrissey (B), A Vongalis-Macrow (G, X)

Prerequisite: Minimum of 8 credit points of strand study (i.e. early childhood, primary or secondary teaching).

Corequisite: Must be enrolled in course E760, and unit ELT711

Contact hours: 3 hours per week or equivalent

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics in this unit include:

1. Definitions of leading communities of learners
2. Implications of communities of practice for teachers
3. Understanding leadership in local, national and global contexts
4. The changing role of the leader teacher
5. Managing leadership in schools
6. Implications of collaborative networks for the leader teacher
7. The new nature of teachers work – A futures perspective
8. Scenario based leadership
9. Different leadership agendas and practices within a community/context

### ASSESSMENT

Task 1 50%

A written essay which critically examines the development of the theories and practice associated with communities of learners relevant to the individual's educational context.

Task 2 50%

An evaluative report of the development a community of practice and or team relevant to an individual's educational context.

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## ELT713 – RESEARCHING THE LEADERSHIP OF TEACHING

Offering information: Not offered in 2012, re-offered 2013.

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: J Moss

Campus contact: J Moss (B), A Vongalis Macrow (G, X)

Prerequisite: Minimum of 8 credit points of strand study (i.e. early childhood, primary or secondary teaching).

Corequisite: Must be enrolled in course E760, and units ELT711, ELT712

Contact hours: 3 hours per week or equivalent

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The content of this unit will be informed by the experience of 'shadowing' a leading teacher in an appropriate educational setting; data gained through observations, interviews and daily conversations will form the basis for an analysis of the experience. Links to the concurrent leadership units regarding theories and contemporary practices in leading learning communities and developing students as researchers will inform the student's analysis.

### ASSESSMENT

Task 1 20%

A proposal for the investigation of leadership practice

Task 2 80%

Preparation, implementation, transcription and analysis of a semi-formal interview with the subject teacher that demonstrates competencies in data collection and analysis.

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## ELT714 – LEADERSHIP OF TEACHING – PORTFOLIO

*Offering information: Not offered in 2012, re-offered 2013.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Vongalis-Macrow*

*Prerequisite: Minimum of 8 credit points of strand study (i.e. early childhood, primary or secondary teaching).*

*Corequisite: Must be enrolled in course E760, and units ELT711, ELT712, ELT713*

*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will develop a portfolio to evidence their knowledge, skills and understanding as leaders of teaching. The capacity to plan for innovation, re-culture learning environments and improve student learning for all students in the selected education sector and policy context are key foci. Students will develop and communicate the outcomes of their portfolios, synthesising the work completed in the companion three units in the Leadership of Teaching to professional audiences.

### ASSESSMENT

Task 1 40% Team presentation (group members will share a grade) that creatively analyses and synthesizes the work of individual students in the leadership of teaching strand.

Task 2 60% Individual Portfolio that evidences researching, analysing and analysis and planning for the knowledge, skills and understanding of the leadership of teaching (Format to be negotiated).

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## EME497 – PRIMARY MATHEMATICS EDUCATION 1

*Offering information: Pipelining from 2010 – for continuing students only.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E356, E365 and E356P only)*

*Unit chair: G Ferencz*

### CONTENT

This is the first of two units examining the learning and teaching of mathematics in primary schools. Students will develop their understanding of the mathematical concepts, terminology and processes related to primary mathematics; be involved in the development of learning activities and resources to support children's construction of concepts associated with relevant mathematics topics, and begin to develop an appropriate theoretical framework for the learning and teaching of mathematics. Topics will include philosophical issues and recent developments in mathematics education; ancient and modern systems of numeration, counting and place value; the development of children's early number concepts; the use of calculators in primary mathematics; mental computation and estimation; the four operations and associated algorithms; developing children's concepts of chance through practical experiences; the role of discussion and small-group work in classrooms; and the development of informal and formal concepts for the measurement of length, perimeter, area and volume.

### ASSESSMENT

There are three assessment items for this unit:

- Assignment 1: Students prepare a report based on an interview with early years children (30%).
- Assignment 2: Students prepare a presentation on a primary maths topic (30%)
- Assignment 3: Examination (40%).

Assessment will total the equivalent of 4000 words.

### PRESCRIBED TEXTS

Mathematics Education 1: Study Guide, Deakin University 1997  
 Mathematics Education 1: Reader, Deakin University 1997  
 Guidelines in Measurement, Ministry of Education (Vic) 1981 (reprinted)  
 Guidelines in Number, Ministry of Education (Vic) 1985 (reprinted)  
 A National Statement on Mathematics for Australian Schools, Curriculum Corporation, Australian Education Council, Carlton, 1991.  
 Your own state's or region's current curriculum document for primary mathematics. (refer to website of relevant Education Department)

- Assessment 3: Examination (30%) Assessment will total the equivalent of 4000 words.

### PRESCRIBED TEXTS

Mathematics Education 2: Study Guide, Deakin University, 1997.  
 Mathematics Education 2: Reader, Deakin University, 1997.  
 Sullivan, P. & Lilburn, P. (2004), 'Open-ended Maths Activities' (2nd Edition), Oxford University Press, Sth Melbourne. Australia

Also (from prerequisite unit),  
 Guidelines in Measurement, Ministry of Education (Vic) 1981 (reprinted)  
 Guidelines in Number, Ministry of Education (Vic) 1985 (reprinted)  
 Your own state's or region's current curriculum document for primary mathematics. (refer to website of relevant Education Department)  
 A National Statement on Mathematics for Australian Schools, Curriculum Corporation, Australian Education Council, Carlton, 1991.

## EME500 – PRIMARY MATHEMATICS EDUCATION 2

*Offering information: Pipelining from 2012 – for continuing students only.*

*Offered at: (X)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Cohort rule: (For students enrolled in courses E356, E365 and E356P only)  
 Unit chair: G Ferencz  
 Prerequisite: EME497*

### CONTENT

The unit continues the study of the learning and teaching of mathematics in Primary schools begun in the prerequisite unit. Students will continue their study of the content and pedagogical aspects of mathematics education; and investigate the use of mathematical concepts and skills in everyday life. Topics will include developing strategies for effective teaching; problem-solving and investigations; developing geometric concepts and spatial thinking; teaching concepts related to data through an investigational approach; using technology to enhance mathematics teaching; and the development of informal and formal concepts for the measurement of mass, time, temperature, money and angle; considering issues relating to the evaluation of mathematics teaching and learning.

### ASSESSMENT

There are three assessment items for this unit:

- Assessment 1: Assignment report on a topic selected from a range of given options (30%)
- Assessment 2: Portfolio of tasks/activities (40%)

## EPL746 – PRIMARY LITERACY

*Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1*

*EFTSL value: 0.125  
 Unit chair: K Hutchison  
 Campus contact: K Hutchison (B), M Wells (X)  
 Corequisite: Must be enrolled in course E760.  
 Incompatible with: EEL745, ECL400, ECL500  
 Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

- Stages and dimensions of reading and writing development
- Word identification strategies and cueing systems
- Development of grammar, punctuation and text types in students' writing
- Development of spelling and handwriting skills
- Development of comprehension and critical reading skills
- Assessment of literacy development
- Planning lessons based on modelled, shared and guided literacy teaching approaches
- Researching and building on the diverse types of knowledge about literacy that students bring to school from their homes and communities
- Victorian and other relevant national and international curriculum frameworks



**ASSESSMENT**

Profile 50% – Evidence-based assessment profile of a student's reading and writing ability, together with linked learning goals (2500 words)

Planning and teaching 50% – plans for a sequence of reading and writing sessions, together with reflection on short video excerpts of practice teaching of some sessions (2500 words).

**PRESCRIBED TEXTS**

Faculty of Education Deakin University 2008, Literacy: the early years (EDU0046UD1) CD ROM, Faculty of Education, Deakin University, Geelong. Faculty of Education, Deakin University, 2006, Language and literacy: the middle years (ECL500SD1) CD ROM Faculty of Education, Deakin University, Geelong. Hill, S 2006, Developing early literacy: assessment and teaching, Eleanor Curtin, Prahran, Vic.

Research into children's development of number concepts 40%  
Individual number interview with two children, contribute their data for the construction of a "virtual school", data analysis, group report and class presentation.

Planning to teach mathematics 30%  
Students plan and develop a sequence of lessons on a number based on the "virtual school" data.

**PRESCRIBED TEXTS**

Bobis J, Mulligan, J & Lowrie, T 2008, Mathematics for children, Challenging children to think mathematically, 3rd edn, Pearson Education, Sydney.  
Killen, R 2007, Effective Teaching Strategies: Lessons from Research and Practice, 4th edn, Social Science Press, Melbourne.

**EPM742 – PRIMARY CHILDREN'S MATHEMATICAL DEVELOPMENT**

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* S Groves  
*Corequisite:* Must be enrolled in course E760.  
*Contact hours:* 4 hours per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

The unit adopts a framework of children as learners who construct their own understanding of mathematics in the home, the classroom and the wider community. The unit aims to promote students' understanding of how children's mathematical concepts develop in the key areas of mathematics — number, measurement, space and chance and data. Students will explore the development of effective learning programs to support children's construction of mathematical concepts. Students will be introduced to a range of effective teaching strategies and aids, as well as effective ways of incorporating the use of learning technologies. State, national and international curriculum materials will be referred to and used extensively.

**ASSESSMENT**

Literature Review 30%  
A substantial review of current research on a topic in primary mathematics education selected in consultation with their tutor.

**EPO701 – PRIMARY HUMANITIES, SOCIETIES AND ENVIRONMENTS**

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* A Gallant  
*Corequisite:* Must be enrolled in course E760.  
*Incompatible with:* ECS501  
*Contact hours:* 3 hours per week or equivalent

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit develops an interdisciplinary approach to the teaching and learning in the Humanities and Civics and Citizenship. The unit begins with exploration of Humanities curriculum knowledge (Geography, History and Economics), and positions these learning domains within local curriculum documents which currently inform teacher planning in schools. Evolving from this disciplinary perspective, pre service teachers will draw upon content knowledge and ICT to investigate pedagogical approaches to planning for, and enacting learning that is inclusive of cultural and ethnic diversity within the primary setting. Students will establish a wide range of resources to promote Humanities learning, which is complex and interconnected. Pre-service teachers will undertake learning through on line forums, presentations.

**ASSESSMENT**

Task 1: 50% – (Equivalent to) 3000 words.  
Small Group presentation/or units of work on Civics and Citizenship (select either History or Geography to

be the main discipline). Presentation/unit should be accompanied by a peer assessment that uses criteria referencing. Individuals can use the criteria to reflect on/ assess whether they have achieved the learning aims. Criteria Assessment is submitted.

Presentation/unit of work involves using Web 2 technology to demonstrate Civics and Citizenship Learning.

Task 2: 50% – (Equivalent to) 3000 words.

Cultures and Indigenous Education OR Teaching Controversial Issues (select one of the following History, Geography or Economics as the main discipline, it needs to be a different choice from Assignment One). Presentation/unit of work should be accompanied with an assessment rubric, designed by the group/individual that allows for peer (whole class) assessment. Second presentation involves selecting a different Web 2 technology from Assignment One to demonstrate Civics and Citizenship Learning.

#### PRESCRIBED TEXTS

Marsh, C. & Hart, C. (2011). *Teaching the Social Sciences and Humanities in an Australian Curriculum*. Australia: Pearson.

## EPP101 – TEACHER-LEARNER IDENTITY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Students must be enrolled in course E377, D347 or D351*  
*Unit chair: M Dixon*  
*Contact hours: 3 hours per week (x 12 weeks) of on-campus learning*

*Note: 4 days to 5 days of school experience*

#### CONTENT

This is the first of the six units in the education studies sequence— a sequence that examines the theory and practice nexus. Through a formative collaborative project over the trimester students will represent their emergent teacher/learner identity. This will be informed by their past and present experience in schools and theoretical engagement with the field of education focused through a critical lens.

#### ASSESSMENT

Identity Transition 30% – Equivalent to 1000 words – Critical historical tracing of ‘self as learner’ through artefacts. Noticing Self and Other 70% – Equivalent to 3000 words (this is in three parts = assignment 20%

and collaborative work 50%) – Collaborative projects – performance, exhibition and writing- communication of emergent teacher/learner identify against purposes of schooling.

#### PRESCRIBED TEXTS

Churchill et al 2010 ‘Teaching – Making a Difference’ Wiley Publishers

## EPP102 – LEARNING-TEACHING COMMUNITIES

*Offered at: (B)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Students must be enrolled in course E377, D347 or D351*  
*Unit chair: S Webster*  
*Prerequisite: EPP101*  
*Contact hours: 3 hour sessions on campus. Professional Experience: 5 days*

*Note: For 2012, this includes 5 days in a secondary school negotiated between August 27 – September 7*

#### CONTENT

The contact hours for this unit are interspersed throughout the trimester to accommodate in-depth and contextualised discussion of professional experience. This unit includes 5 days professional experience.

During these days the preservice teacher will:

- observe, identify and record demonstrated features of a safe, inclusive, engaging and challenging learning environments.
- collect and analyse policy documents relating to inclusivity
- attend meetings, yard duty, school activities and any opportunities for engagement with the broader school community.
- supervise the work of small groups of students and work with individuals.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept.
- undertake an orientation to the school environments
- conduct and record observations of class, teacher and school routines
- observe and analyse the nature of learning and teaching in a number of classrooms across a number of schools

- Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

### ASSESSMENT

Assignment 1 Part A: In class tests to review unit materials. (20%)

Assignment 1 Part B: Critical discussion of how the teaching and learning in a community can be understood to be both democratic and educative. (1200 words – 30%)

Assignment 2: Critical reflection on teaching experience and justification for personal contribution to democracy and education. (2000 words – 50%)

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## EPP203 – PROFESSIONAL EXPERIENCE IN HEALTH AND PHYSICAL EDUCATION: CURRICULUM STUDY A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Student must be enrolled in E377 course*  
*Unit chair: J Peters*  
*Prerequisite: EPP102*  
*Contact hours: 5 hours per week – 1 hour lecture, 2 hour tutorial (or equivalent) including school-based component as per professional experience timetable*

*Note: Study days subject to demand*

### CONTENT

This unit will consist of online, theory and practical components as well as a practicum experience. The unit will focus on the understanding of the theoretical foundation of pedagogy as well as curriculum issues in Years 7-10 HPE. Specifically, policies and frameworks that guide planning and teaching of physical education, health and wellbeing in the secondary school will be considered in the development of units of work appropriate to a real learning context. The unit will also focus on the challenges of managing and teaching within a diverse classroom and catering for individuals' needs, in both the physical education environment and in the health classroom.

### ASSESSMENT

Contemporary issues in HPE 25%.  
 Group unit of work 50%.  
 Teaching and personal reflection of teaching 25%.

## EPP207 – PEDAGOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Students must be enrolled in course D347 or D351*  
*Unit chair: K Senior*  
*Prerequisite: EPP102*  
*Contact hours: 3 hours per week*

*Note: 10 Days – Paired placement for 5 days embedded and a 5 day block in a secondary setting.*

### CONTENT

This is the third of the six units in the education studies major. In this unit students will inquire into pedagogy and its relation to curriculum and education. Therefore there will be an engagement with the philosophical, social and ethical aspects relating to intervening in the lives of individual learners. Students will use the broader issues and discourses raised in previous units to inform an articulation of a professional perspective of pedagogy and to be able to justify this in relation to the curriculum and discourse of education. Some contested interpretations of pedagogy will be explored and critiqued.

This unit includes 10 days professional experience – paired placement. During these days the preservice teacher will:

- undertake an orientation to the school environment.
- in pairs and with supervisor, team teach at least two lessons a day for a class, small groups of students or with individuals.
- attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

### ASSESSMENT

Test 40% Critical Inquiry Assignment 60%  
 Assessing the professional experience  
 This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher.

Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

## EPP304 – WAYS OF KNOWING CHILDREN AND ADOLESCENTS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: Students must be enrolled in course E377, D347 or D351  
Unit chair: TBA  
Prerequisite: Student must have passed either EPP203 or EPP207  
Contact hours: 3 hours per week x 4 weeks on campus and online participation in web2 technology small groups discussion during professional experience

Note: 15 days – 5 day block and 2 days per week for 5 weeks in a secondary setting.

### CONTENT

This is the fourth of the six units in the education studies major. This unit explores and critiques the institutional and psychological discourses that influence and define learners in schools. The unit includes school assessment processes as systemic ways of knowing and representing learners. The students will examine how different learning and developmental theories can be accommodated in the curriculum and classroom teaching, and become familiar with the literature and research underpinning these theories as well as a range of related pedagogical models. They will be able to apply these understandings to the development of their classroom management repertoire and the promotion of successful learning.

The unit will involve in-depth and contextualised discussion of the ways learners are known in classrooms. Students will adopt a range of ways of seeing learners from the theoretical literature from this unit and the previous unit on pedagogy. The students will finally critique these revised ways of seeing learners through revisiting the place of their own beliefs and philosophical stance.

This unit includes 15 days professional experience – 5 day block and 2 days per week for 5 weeks in a secondary setting. During these days the preservice teacher will:- undertake an orientation to the school environment – in direct response to the learners in the class, plan lessons for a whole class, develop a unit of work if appropriate. – teach lessons for a class in one method, optimally 2 per day, but one per day is acceptable if a significant role is played in other lessons when not teaching solo – observe two lessons per day to inform the preservice teacher of the learners for whom they are planning – attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community. keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and

reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

### ASSESSMENT

Biographical mapping of being known 60%, 2000 words or equivalent.

'Reading' Professional Practice 40%, 1000 words or equivalent.

Assessing the professional experience  
This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher.

Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

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## EPP305 – POLICY, SCHOOLING AND SOCIETY

Offered at: (B)  
Offerings: Trimester 2  
Credit point(s): 1

EFTSL value: 0.125  
Cohort rule: Students must be enrolled in course E377, D347 or D351  
Unit chair: TBA  
Prerequisite: EPP304  
Contact hours: 5 X 3 hours distributed over the trimester

Note: 10 days – 2 days per week for 5 weeks in same secondary setting as Trimester 1

### CONTENT

This is the fifth of the six units in the education studies major. This unit aims to engage students in the larger discourses of education policy as lived out in the school environment. The students will explore and critique how schools respond to public policy initiatives and community and societal demands and profiles. The students will engage with theoretical understandings from the political, economic and social domains. The contact hours for this unit are interspersed throughout the trimester to accommodate in-depth and contextualised discussion of the policy agenda and environment. This unit includes 10 days professional experience – 2 days per week for 5 weeks in the same secondary setting as Trimester 1. During these days the preservice teacher will:- teach lessons for a class at junior and/or senior levels of the school in both methods [one method for Arts (D347)] for a total of 2 lessons per day – observe 2 lessons per day (one in each method where two methods taken) and other areas – attend meetings, be involved in yard duty, school activities and any opportunities for engagement

with the broader school community – attend a School Council meeting where possible – keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

### ASSESSMENT

Teacher case study 50% 1500 words.

Student case study 50% 1500 words.

Assessing the professional experience

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher.

Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

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## EPP406 – PROFESSIONAL IDENTITY AND CURRICULUM WORK

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Student must be enrolled in course E377, D351 or D347*

*Unit chair: A Marshall*

*Prerequisite: EPP305*

*Contact hours: 15 hours – 3 day intensive*

*Note: 35 days- 2 days per week for 5 weeks and 25 day block in a secondary setting.*

### CONTENT

This is the sixth of the six units in the education studies major. This unit is the final Education Studies Major unit. The unit engages with the transition from student teacher to teacher. Curriculum theory as teachers work is engaged with particular emphasis on curriculum as community and complexity. The students will revisit their professional stance as it has developed from the beliefs articulated in Year 1 through to this final stepping off point. Ethical and legal imperatives in teachers work will be addressed. This will be taught in intensive mode occurring pre iV professional experience, during and at the completion. Students will be involved in online communication with staff and peers as they develop their final professional portfolio entries.

This unit includes 35 days professional experience – 2 days per week for 5 weeks and a 25 day block in a secondary setting. During these days the preservice

teacher will:- undertake an orientation to the school environment – plan units of work/whole class program for a class at junior and/or senior levels of the school using an appropriate format for extended planning as discussed with supervising teachers – teach lessons for a class at junior and/or senior levels of the school; the equivalent of 2 50 minute lessons per day (one in each method) over the 20 week period. – observe lessons: equivalent of 1 50 minute lesson in each method, per day, over the duration of the placement. – become fully involved in the life and operations of the school, as per a beginning teacher – conduct 3-5 parent/student/teacher interviews. – keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

The purpose of the 25 day block is to demonstrate the ability to teach for a sustained period of time and consolidate teaching skills. The Deakin ATA should be undertaken during this period. At the conclusion of this placement, the supervising teacher in conjunction with the University teaching staff will be asked to complete the report and indicate whether the preservice teacher is iReady to Teachi'.

### ASSESSMENT

Simulated professional decision making and communication trials 40%.

Authentic Teacher Assessment 60%.

Assessing the professional experience

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher.

Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

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## EPR701 – PLANNING FOR LEARNING IN PROFESSIONAL EXPERIENCE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (On Campus 1st Years and Off Campus 2nd Years) and Trimester 2 (Off campus only)*

*EFTSL value: 0.125*

*Unit chair: K Johnstone*

*Campus contact: K Johnstone (B, G), TBA (X)*

*Corequisite: Must be enrolled in course E760.*

*Contact hours: 3 hours per week or equivalent. This unit also involves 15 whole days of professional experience in school and community settings.*

Note:

- (i) *Online teaching methods require internet access. Please refer to the most current computer specifications.*
- (ii) *This unit requires students to undertake professional experience placements organised by the Professional Experience Office.*
- (iii) *Please ensure you select the correct offering for this unit that relates to the strand you are undertaking, i.e. Primary select either the B,D-PRIM or G,X-PRIM depending on whether you are an on-campus or off-campus student. Secondary select either the B,D-SEC or G,X-SEC. Early Childhood select either the B,D-EC or G,D-WEXP1-EC.*

### CONTENT

This unit focuses on exploring learners in context. Over the trimester, students will examine their own learning processes to develop skills in becoming a reflective practitioner. Students will develop an awareness of the importance of inclusive communication and develop effective communication skills required in early childhood, primary and secondary classroom, staffrooms and school communities. Students will take an ethnographic inquiry approach to investigate local knowledge in early childhood and school settings. They will consider cultural practices and begin to build their awareness of how to link their knowledge of and relationships with students to meaningful learning experiences. They will begin to develop the skills of planning, teaching and evaluating learning with a small group of students.

### ASSESSMENT

Understanding teaching through an Ethnographic Portrait, 50% – A case study of the responses of educators and learning sites within a community including the range of experiences, services sites and opportunities that they make available to learners.

Reflective Practice Portfolio, 50% – A portfolio which draws on reflexive responses to coursework, research, structured observations and teaching activities with the aim of developing a personal learning plan which will support the development of a personal philosophy regarding the role of teachers and learning relationships in the community.

Hurdle Requirement: Satisfactory completion of the required number of professional experience days.

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## EPR702 – MANAGING TEACHING IN PROFESSIONAL EXPERIENCE

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Loughlin*

*Prerequisite: EPR701*

*Corequisite: Must be enrolled in course E760.*

*Incompatible with: EPR705*

*Contact hours: This unit will be taught through intensive mode in Week One, Week Four, Week Eight and Week Eleven. This unit also involves 25 whole days of professional experience which will occur in a school setting.*

Note:

- (i) *Online teaching methods require internet access. Please refer to the most current computer specifications.*
- (ii) *This unit requires students to undertake professional experience placements organised by the Professional Experience Office.*

### CONTENT

This unit focuses on working effectively with learners both in small groups and as a whole group. Students will plan learning experiences accordingly to the needs of groups of children in early childhood settings or primary and secondary settings. Students will study different strategies to communicate effectively in classrooms and ensure safe, supportive and challenging learning environments. Students will be involved in filming their own teaching practice, reflecting on their practice and discussing their learning with colleagues in the school and university settings.

### ASSESSMENT

Planning for learning 50%

Students will plan a sequence of learning experiences for small and whole group, with a clear rationale, that will include a variety of learning activities and at least one form of assessment.

Reflection on teaching 50%

Students will film a particular lesson/learning activity and then provide a critique of their rationale, selection of teaching strategies and the learning environment created. Students will communicate with their colleagues on their growing understanding of their teaching and assessment repertoire.

Hurdle Requirement: Satisfactory completion of the required number of professional experience days.

### PRESCRIBED TEXTS

Managing Teaching in Professional Experience: EPR702 (2011). Melbourne: PearsonDeakin university, Compiled by Andrea Gallant

### RECOMMENDED TEXTS

Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2008 Planning in Early Childhood Settings, 4th Edn, Thomson, Southbank.

## EPR703 – REFLECTING ON PRACTICE IN PROFESSIONAL EXPERIENCE

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G), Trimester 2 (B, G, X), Trimester 3 (B, G)*

*EFTSL value: 0.125*

*Unit chair: J Moss*

*Campus contact: J Dyer (Trimester 1 and 3), J Moss (Trimester 2)*

*Prerequisite: EPR701 and EPR702 for students enrolled in the Primary/Secondary strands  
EPR705 for students enrolled in the Early Childhood strand*

*Corequisite: Must be enrolled in course E760.*

*Incompatible with: EPR706, EPR707*

*Contact hours: 3 hours per week or equivalent. This unit also involves 25 whole days of in the field experience which will occur in a school setting.*

*Note:*

- (i) Online teaching methods require internet access. Please refer to the most current computer specifications.*
- (ii) This unit requires students to undertake professional experience placements organised by the Professional Experience Office.*

### CONTENT

Students will examine the role of the teacher in the school and community and as a member of a profession. Students will select key teaching and learning and assessment artefacts and build their professional portfolio to share with school and university staff members. Students will further develop their ability to communicate in early childhood settings or classrooms and in staffrooms and in particular with students and their families and other key community organisations to ensure the learning of all students. Students will also explore how key professional associations may support them to become members of a learning community.

### ASSESSMENT

Assessment 1 – Deakin Authentic Teacher Performance Assessment (ATA) 90%  
Assessment 2 – Presentation 10%

## EPR704 – INTERNSHIP

*Offered at: (B, G, X)*

*Credit point(s): 4*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.500*

*Unit chair: A Allard*

*Prerequisite: Successful completion of 12 credit points of strand study (i.e. early childhood, primary or secondary teaching) including EPR701, EPR702 and EPR703.*

*Corequisite: Must be enrolled in course E760.*

*Contact hours: Consultations with supervisors as negotiated on a weekly basis.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Internship unit offers pre-service teachers in their final trimester an extended opportunity to gain experience working semi-independently as a teacher in either an early childhood centre, or a primary or secondary school. Participants will have completed successfully the Deakin Authentic Teacher Assessment (ATA). During the Internship, participants will be required to demonstrate competence in the core work of teachers, i.e. planning, assessing and evaluating for learning; selecting and utilising appropriate pedagogies and technologies; recording and reporting on student progress to key stakeholders, building appropriate relationships with students and colleagues and participating in the life of the school and community.

In the Internship, participants will teach and work for 10 weeks, in order to further develop and consolidate their knowledge and skills in the daily work of teachers. During this time, they will be provided with academic supervision and support through both face-to-face consultations and online communication. Over the course of the internship, participants will be required to keep a learning log where they raise concerns and questions for discussion with supervisors and/or online communication to regularly reflect on their own learning as well as the progress of their students.

### ASSESSMENT

Students enrolled in this unit will receive an ungraded pass/fail result based on submission of a professional teaching portfolio. The portfolio covers the following four areas: School context, Teaching: Design Implementation and teaching relationships and Analysis, reflection and Action.

## EPR705 – MANAGING TEACHING IN PROFESSIONAL EXPERIENCE

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Student must be enrolled in E760 course.

Unit chair: J Loughlin

Prerequisite: EPR701

Incompatible with: EPR702

Contact hours: 3 hours per week or equivalent. This unit also involves 25 whole days of in the field experience which will occur in a learning site.

Note:

- (i) This unit to be taken instead of EPR702 for students undertaking the dual strand in Early Childhood Education
- (ii) Online teaching methods require internet access. Please refer to the most current computer specifications.
- (iii) This unit requires students to undertake professional experience placements organised by the Professional Experience Office.

### CONTENT

This unit focuses on working effectively with learners both in small groups and as a whole group. Students will plan learning experiences accordingly to the needs of groups of children in early childhood settings or primary and secondary settings. Students will study different strategies to communicate effectively in classrooms and ensure safe, supportive and challenging learning environments. Students will be involved in filming their own teaching practice, reflecting on their practice and discussing their learning with colleagues in the school and university settings.

### ASSESSMENT

Planning for learning 50%. Students will plan a sequence of learning experiences (unit or programme) for small and whole group, with a clear rationale, that will include a variety of learning activities and at least one form of assessment. Reflection on teaching 50%. Students will analyse a series of learning experiences (through video or written analysis) and then provide a critique of their rationale, selection of teaching strategies and the learning environment created. Students will communicate with their colleagues on their growing understanding of their teaching and assessment repertoire. Hurdle Requirement: Satisfactory completion of the required number of field experience days.

### PRESCRIBED TEXTS

Managing Teaching in Professional Experience: EPR702 (2011). Melbourne: Pearson, Deakin university, Compiled by Andrea Gallant

### RECOMMENDED TEXTS

Arthur, L, Beecher, B, Death, E, Dockett, S & Farmer, S 2008 Planning in Early Childhood Settings, 4th Edn, Thomson, Southbank.

## EPR706 – REFLECTING ON PRACTICE IN PROFESSIONAL EXPERIENCE

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: On campus students must be enrolled in E760 course and EPR703 and EPR706 units.

Off campus students must be enrolled in E760 course.

Unit chair: J Moss

Prerequisite: EPR701 and EPR702

Incompatible with: EPR703

Contact hours: 3 hours per week or equivalent

Note: This unit to be taken instead of EPR702 for students undertaking the dual strand in Early Childhood Education

### CONTENT

In this unit students will focus on child/student learning and demonstrate proficiency with the strategies to support that learning. This unit aligns contexts for learning, planning teaching, assessment, and reflection on these processes. Drawing from key research into teaching and learning students will extend their knowledge and understanding of educational contexts. As students enter the teaching workforce in the 21st century a digital report will enable students to view the possible worlds for teaching.

### ASSESSMENT

Teacher Performance Assessment TPA 60%.  
Being a 21st Century Teacher 40%.

## EPR707 – REFLECTING ON PRACTICE IN PROFESSIONAL EXPERIENCE

Offered at: (B, X)  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: J Moss

Prerequisite: EPR701 and EPR702 for students enrolled in the Primary/Secondary strands  
EPR705 for students enrolled in the Early Childhood strand

Corequisite: Must be enrolled in course E760.



*Incompatible with: EPR703, EPR706*  
*Contact hours: 3 hours per week. This unit also provides 31 days of professional experience in a primary school.*

*Note:*

- (i) Online teaching methods require internet access. Please refer to the most current computer specifications.*
- (ii) This unit requires students to undertake professional experience placements organised by the Professional Experience Office.*

### CONTENT

Students will examine the role of the teacher in the school and community and as a member of a profession. Students will select key teaching and learning and assessment artefacts and build their professional portfolio to share with school and university staff members. Students will further develop their ability to communicate in early childhood settings or classrooms and in staffrooms and in particular with students and their families and other key community organisations to ensure the learning of all students. Students will also explore how key professional associations may support them to become members of a learning community.

### ASSESSMENT

Assessment 1 – Deakin Authentic Teacher Performance Assessment (ATA) 90%  
 Assessment 2 – Professional Portfolio Presentation 10%

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## EPS735 – PRIMARY SCIENCE AND TECHNOLOGY EDUCATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Cripps Clark*  
*Corequisite: Must be enrolled in course E760.*  
*Incompatible with: EES540, ESS540*  
*Contact hours: 3 hours per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will consist of the following topics:

- Children’s perceptions of scientists and science; and children’ science conceptions.
- Theories of learning: constructivist and socio-cultural perspectives.
- Appropriate pedagogies: the SIS and POLT components, conceptual change strategies, scaffolding, questioning; inclusivity.
- Linking research literature (including theoretical perspectives) to practice.
- VELS and Curriculum Planning – planning and implementing a sequence of science and design, creativity and technology activities; Integrated curriculum.
- Science Investigations – design, measurement, data representation and analysis, and writing in science.
- The nature of science; the relationship between technology (design, creativity and technology) and science.
- The literacies of science, the role of representation in learning science;
- Higher order thinking and reasoning; creativity and imagination;
- Resources for a contemporary primary science classroom: the use of ICT to support learning in science, community resources.
- Assessment, as, of and for learning – (diagnostic and formative and summative)
- Science conceptual areas would include: Floating and sinking, force and energy, light, heat, animal and plant structure and function, biodiversity, life cycles and animal behaviour, rocks, earth and atmospheric processes, environmental science, sustainability, the nature of science.
- The technology process: Materials, systems and information in Design, Creativity and Technology, Safety

### ASSESSMENT

Task 1: 50%  
 Science and technology teaching – documenting and reporting on lesson and unit planning, teaching and assessment of student learning

Task 2: 50%  
 Critical analysis of teaching skills, knowledge and philosophy – science content knowledge, pedagogical content knowledge and pedagogical techniques

### PRESCRIBED TEXTS

EST400 Technology Education Reader (2009 compilation) Material will be supplemented with relevant current articles. Hubber, P & Tytler, R 2005, Ideas for Teaching Science: Years P-8. Deakin University Burwood (CDROM and online resource) Skamp, K 2008, Teaching primary science constructively 3rd edn, Thomson, Melbourne.

## ESE499 – INDEPENDENT PROJECT

Offered at: (Online)

Credit point(s): 1

Offerings: Trimester 1 (D351 course students only) and Trimester 2 (E420 course students only)

EFTSL value: 0.125

Unit chair: B Yim

Corequisite: Must be enrolled in course E420 or D351

*Note: This unit is predominantly conducted online, however there may be a few scheduled times when students are required to attend on campus to fulfil the Unit's requirements as specified by the Unit Chair.*

### CONTENT

This unit involves students undertaking supervised individual or small group projects relevant to their course and profession. The study is available only to students who have already demonstrated their academic competence in one or more units offered by the Faculty. The specific topic must be negotiated with and approved by the staff member appointed to supervise the project. The project involves posing important questions, conducting a relevant literature review, investigating and reporting finding. It is expected that students will develop a deeper understanding of the literature, research findings and online publications and resources in their chosen area. The format of the final presentation is a matter for joint discussion and agreement between the student and the supervisor. Content specific for students enrolled in the Bachelor of Early childhood Education E420. This unit is offered to fourth year Early Childhood students in Trimester 2 only.

### ASSESSMENT

A final report or other form of submission, as negotiated (100%, equivalent to 3000-4000 words per individual. The word count for group submissions will be decided by the Unit Chair in negotiation with the Supervisor)

*Note: The unit description and details regarding assessable work is available to students enrolled in this unit at <http://www.deakin.edu.au/DSO>*

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## ESH402 – HEALTH EDUCATION: CURRICULUM STUDY

Offering information: Off campus offered in alternate years 2012 and 2014

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (For students enrolled in courses D342, D347, D389, E365, E377, E455 only)

Unit chair: D Marshall

Prerequisite: A sub-major in health studies or an approved equivalent

Incompatible with: EAE202, EAE418, ESH202

Contact hours: 3 hour workshop

### CONTENT

This unit is designed to prepare students to teach and assess in the area of health education. Drawing on contemporary research, this unit specifically is aimed at preparing students to teach engaging and inclusive health education across the middle years of schooling and is designed to stimulate critical thinking about contemporary school based health education. Using an evidenced based approach the unit will examine:

- the health and wellbeing of young people;
- the history of health promotion and education;
- health promoting schools as a school-based model;
- the role of education in promoting student health;
- cross sectoral practice;
- our contribution to building healthy school environments;
- program development;
- curriculum development;
- theories of pedagogy in the health classroom;
- teaching and learning strategies to engage students in high quality teaching;
- evaluation of health promotion strategies and pedagogies.

### ASSESSMENT

Briefing paper/background document 50% – The purpose of this assessment is to enable students to engage with the broader context of health education. It requires students to prepare a briefing paper that will provide the background and rationale for the inclusion of a chosen area of health education study. This task provides the opportunity to consolidate knowledge in health education and develop a coherent, informed document that both draws from, and applies, contemporary literature in the field.

Curriculum Mapping and Development 50% – The information researched and presented in the briefing paper is to be used in assessment two to provide background information to shape and plan a unit of work specific to Health Education in the classroom. This assessment is designed to build skills in translating research findings into practice. It requires the preparation of a unit of work, containing 5 sequential 100-minute lessons that focus on the selected theme in Health Education.

## ESH403 – SENIOR HEALTH AND HUMAN DEVELOPMENT: CURRICULUM STUDY

*Offering information: \*Offered off campus in alternate years: 2012, 2014 and offered on campus at Melbourne Burwood Campus every year.*

*Offered at: (B, \*X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D340, D342, D343, D344, D345, D346, D347, D348, D349, D350, D384, D389, E365, E377, E455 only)*

*Unit chair: D Ollis*

*Incompatible with: EAE203, EAE419, ESH203, ESJ458*

*Contact hours: 1 hour lecture, 2 hour tutorial*

### CONTENT

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study looks at physical, social, intellectual and emotional aspects of health and development beginning with the individual and progressing to the family, community and an international perspective. It acknowledges that health and human development is determined by lifestyle, environment, heredity and access to health services. The study also promotes the understanding that nutrition plays a major role in influencing both health status and human development. Health and Human Development at the VCE level focuses on factors that promote wellbeing of individuals, family and communities.

In addition topics to be addressed in this unit include:

- the place of health and human development education in the curriculum of the senior secondary school with particular focus on the VCE study design Health and Human Development;
- translation of the study design;
- approaches to teaching and learning of health and human development;
- exploration of contemporary resources texts and resources;
- the application of technology for accessing; and
- interpreting health data and the nature of school based and external evaluation and assessment for VCE.

### ASSESSMENT

Task 1 50%

Resource Expose activity (1 – 3 people) Selecting a Unit of Study, students are to research four different types of resources and demonstrate (via a 12 minute presentation and critical analysis) how these can be incorporated into the teaching and learning of the selected “key knowledge” and “key skills” (1000 word summary submitted)

Task 2 50%

Teaching Unit Group activity (1 – 3 people) As a group students are to develop and document in detail, a unit of work that addresses selected “key knowledge” and “key skills”. The unit of work is to demonstrate the sequential teaching of the knowledge students need to acquire to gain an understanding of the selected “key knowledge” and “key skills” (4000 words).

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## ESH404 – MIDDLE SCHOOL HEALTH AND PHYSICAL EDUCATION: CURRICULUM STUDY

*Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D342, E377, E365 and E455 only)*

*Unit chair: J Peters*

*Campus contact: J Peters (B), C Hickey (G)*

*Prerequisite: A major in physical education studies or equivalent*

*Contact hours: 1 hour lecture, 2 hours tutorial*

### CONTENT

This unit focuses on the place of health and physical education in upper primary and secondary curricula. Approaches to learning and teaching physical education are explored with particular emphasis on achieving safety, equity, supportive environments and inclusiveness. Current evaluation and assessment practices are reviewed and approaches to reporting on student achievement are developed. The practical application of ICT is explored in the physical education domain. Students consider the role of theory in physical education and ways that theory can be approached. Current data, texts and resources are examined in both the health and physical education domains.

### ASSESSMENT

Assessment Literature Review 25%

Exploration and review of contemporary literature focusing on current health or physical education research relevant to middle school education.

Lesson Planning and experiential learning 25%  
Students are required to effectively plan a lesson, be involving in the delivery of that lesson and reflect on the experience of teaching middle school physical education.

Unit planning 50%  
Students are required to develop an inclusive and engaging unit of work suitable for teaching in a middle school environment.

## ESH416 – PRIMARY PHYSICAL AND HEALTH EDUCATION

*Offered at: (B D-WEXP, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For continuing students enrolled in course E359 only)*  
*Unit chair: J Peters*  
*Contact hours: 4 hours per week*

*Note: From 2012, the B D-WEXP offering of this unit will be in intensive mode on the Melbourne Burwood Campus on four half days with the remaining content taught via online discussion. Physical Education will be covered on the 6th March and 3rd of April, 11am-1pm. Health will be covered on the 1st and 8th of May, 11am-1pm.*

### CONTENT

For the Physical Education component students will be required to take part in practical classes which examine the primary school curriculum. The key theme will be 'what represents good teaching in Physical Education?' Students will explore issues involving competition in Physical Education, gender, and ways in which the curriculum can be made inclusive rather than exclusive. Implementation and evaluation is undertaken during the school Professional Experience program where possible.

Primary School Health Education will focus on three areas: curriculum, teaching and learning; school organisation, ethos and environment, and partnerships and services. Students will be encouraged to think critically about what should be taught in primary school health education and how it should be taught. During lectures and tutorials students will be introduced to a range of school-related health issues with the purpose of examining individual health behaviours within a social and cultural context.

### ASSESSMENT

Two assignments, 50% each (totalling approximately 4000 words)

## ESH418 – ISSUES IN HEALTH EDUCATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Offered in courses E377, D344, D347 and D389 only.*  
*Unit chair: D Ollis*  
*Incompatible with: ESH318, ESH437*  
*Contact hours: 2 contact hours per week*

### CONTENT

This unit is designed to advance students existing knowledge base and skill level in the area of school based health education. The unit, where possible, has been developed around the idea of the 'negotiated curriculum'. Topics to be covered include young people's health and wellbeing, school based health promotion, contemporary policy frameworks, health education curriculum, classroom practices and resources, drug education, sexuality education, promoting student wellbeing.

### ASSESSMENT

Assignment 1:  
Health education Case study 50% 2000 words

Assignment 2:  
Group assignment 50%

- part A Teaching and learning unit, 2000 words
- Unit of work part B Presentation

Assignments to total 4000 words or equivalent.

## ESH456 – PROFESSIONAL ISSUES IN PHYSICAL EDUCATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Moncrieff*

### CONTENT

The unit focus is on investigating professional issues critical to the needs to physical education teachers. The theoretical component is driven by a scenario methodology. The unit is divided onto two sections: the first section explores scenario planning. The second section requires students to explore critical issues for teaching and physical education. Students work in small groups exploring their scenario and present results to

the class. The unit is supported by practical classes in football and international rules where issues of gender, integrating students with special needs, and cultural issues are addressed.

### ASSESSMENT

Assessment 1: Individual development of a practical unit of work that addresses a biological, social, or cultural issue that impacts on student participation. (equivalent to 1200 words, 30%). Assessment 2: A project and presentation that investigates a critical issue related to the students' future teaching. (equivalent to 2800 words, 70%)

*Cohort rule: (For students enrolled in courses E365, E455, E460, E356 and E356P only)*

*Unit chair: L Mathews*

*Contact hours: 3 hours or more of contact per week (on campus students)*

### CONTENT

The place of health and physical education in the primary school curriculum is examined. Practical approaches to learning and teaching health and physical education are explored with particular emphasis on achieving safety, equity, supportive environments and inclusiveness. Current evaluation and assessment practices are reviewed and approaches to reporting on student achievement are developed.

### ASSESSMENT

Two assignment tasks will be completed using both written and oral forms of representation where possible. They will require students to critically examine current practice in school settings and develop an understanding of the professional, industrial and social contexts of Health and Physical Education. The assignments will involve students in planning, teaching and reflecting on health and physical education lessons. Both assignments will be valued at 50%, and total 4000 words or equivalent.

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## ESH457 – YOUTH AND RECREATION

*Offering information: Not offered 2012, re-offered 2013.*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: K Moncrieff*

*Corequisite: Only available to students enrolled in Education undergraduate degrees*

*Contact hours: 1 x 3 hour of tutorial per week (or equivalent)*

### CONTENT

This unit explores the current youth culture of school students engaged in the 'pathway years'. Social, psychological, pedagogical, and recreational patterns are investigated. The emphasis is on designing contextually appropriate curriculum material that engages upper secondary school students in physical activity and recreation within a lifelong learning framework.

### ASSESSMENT

Youth culture and participation study 50% 1250 words.  
Funding proposal 50% 2750 words.

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## ESH500 – PRIMARY PHYSICAL AND HEALTH EDUCATION

*Offering information: Pipelining from 2011 – for continuing students only.*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

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## ESH702 – HEALTH EDUCATION: CURRICULUM STUDY

*Offering information: \*Off campus mode is offered in alternating years 2012, 2014*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in course E760 only*

*Unit chair: D Ollis*

*Corequisite: Sub major in health studies or equivalent*

*Incompatible with: EAE202, ESH202, ESH402*

*Contact hours: 3 hours per week or equivalent for off campus students*

### CONTENT

This unit is designed to prepare students to teach and assess in the area of health education. Drawing on contemporary research, this unit specifically is aimed at preparing students to teach engaging and inclusive health education across the middle years of schooling and is designed to stimulate critical thinking about contemporary school based health education. Using an evidenced based approach the unit will examine:

- the health and wellbeing of young people;
- the history of health promotion and education;
- health promoting schools as a school-based model;

- the role of education in promoting student health;
- cross sectoral practice;
- our contribution to building healthy school environments;
- program development;
- curriculum development;
- theories of pedagogy in the health classroom;
- teaching and learning strategies to engage students in high quality teaching;
- evaluation of health promotion strategies and pedagogies.

### ASSESSMENT

Briefing paper/background document 50%

The purpose of this assessment is to enable students to engage with the broader context of health education. It requires students to prepare a briefing paper that will provide the background and rationale for the inclusion of a chosen area of health education study. This task provides the opportunity to consolidate knowledge in health education and develop a coherent, informed document that both draws from, and applies, contemporary literature in the field.

Curriculum Mapping and Development 50%

The information researched and presented in the briefing paper is to be used in assessment two to provide background information to shape and plan a unit of work specific to Health Education in the classroom. This assessment is designed to build skills in translating research findings into practice. It requires the preparation of a unit of work, containing 5 sequential 100-minute lessons that focus on the selected theme in Health Education.

## ESH703 – SENIOR HEALTH AND HUMAN DEVELOPMENT: CURRICULUM STUDY

*Offering information: \*Off campus mode is offered in alternating years 2012, 2014*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Students must be enrolled in course E760 only*

*Unit chair: D Ollis*

*Prerequisite: ESH702*

*Incompatible with: EAE203, ESH203, ESJ758*

*Contact hours: 3 hours per week or equivalent and off campus equivalent*

### CONTENT

This unit aims to prepare students for facilitating learning in Health and Human Development with a strong emphasis on the teaching of Health and Human Development at the Victorian Certificate of Education (VCE) level. It also aims to provide an understanding of the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) in the VCE as it relates to Health and Human Development. Students understanding of the nature of the curriculum, pedagogy and assessment in Health and Human Development and the implications for teaching are expanded. The study looks at the VCE Health and Human Development approach to the concept of development as a continuum that begins with individual human development (Units 1 & 2) and progresses towards human development at a societal level (Unit 4); the role nutrition plays in influencing both health status and individual human development; the responsibilities and obligations of the teacher in delivering the prescribed curriculum of the VCE Health and Human Development Study Design; exploration of contemporary resources texts and resources that can be incorporated into the classroom to facilitate the teaching and learning of the VCE Health and Human Development Study Design; and interpreting health data and the nature of school based and external evaluation and assessment of VCE.

### ASSESSMENT

Task 1 50%

Resource Package Group activity (1 – 3 people)

Selecting a Unit of Study, students are to research four different types of resources and demonstrate (via a presentation and critical analysis) how these can be incorporated into the teaching and learning of the selected “key knowledge” and “key skills”.

Task 2 50%

Teaching Unit Group activity (1 – 3 people)

As a group students are to develop and document in detail, a unit of work that addresses selected “key knowledge” and “key skills”. The unit of work is to demonstrate the sequential teaching of the knowledge students need to acquire to gain an understanding of the selected “key knowledge” and “key skills”.

## ESJ357 – STUDIES IN LOTE CURRICULUM A

*Offering information: This unit commences in 2014*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: N Araki-Metcalf*

*Campus contact: N Araki-Metcalf (B)*  
*Prerequisite: At least 4 LOTE Language Learning Units*  
*Corequisite: Students must be enrolled in course E359.*  
*Incompatible with: ESJ457*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Topics to be addressed in this unit include:

- an exploration of classroom contexts and the students who work within it;
- a frame of reference for designing curriculum;
- an investigation of different strategies for teaching, assessment and evaluation; and
- the role of the language teacher

## ASSESSMENT

Written Essay, 2000 words, 50%  
 Unit of Work, 2000 words, 50%

### Hurdle Requirements

Professional Experience – successful completion of 20 days of supervised professional experience

## ESJ358 – STUDIES IN LOTE CURRICULUM B

*Offering information: This unit commences in 2014.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: N Araki-Metcalf*

*Campus contact: N Araki-Metcalf (B)*

*Prerequisite: At least 4 LOTE Language Learning Units and ESJ357*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: ESJ458*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Topics to be addressed in this unit include:

- an exploration of classroom contexts and the students who work within it;
- a frame of reference for designing curriculum;
- an investigation of issues in LOTE curriculum and teaching;
- an investigation of different strategies for teaching, assessment and evaluation; and

- the role of the language teacher

## ASSESSMENT

Written Essay, 2000 words, 50%  
 Unit of Work, 2000 words, 50%

### Hurdle Requirements

Professional Experience – successful completion of 20 days of supervised professional experience

## ESJ420 – DEVELOPING UNDERSTANDING OF MATHEMATICS, SCIENCE AND TECHNOLOGY

*Offering information: Pipelining from 2010- for continuing students only.*

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses E455 and E460 only)*

*Unit chair: S Groves*

*Contact hours: 4 hours per week*

## CONTENT

In this unit students will expand their understanding of the nature of the curriculum, pedagogy and assessment of Mathematics, Science and Technology Education and the implications for teaching. In addition, the unit will prepare students for professional experience in these areas. The focus will be on understanding how children develop scientific and mathematical concepts. Students will be expected to identify current curriculum initiatives, including state curriculum documents and policies together with national and global initiatives. Through participation in lectures, tutorials and workshops, students will construct stimulating integrated learning environments in primary schools with some emphasis on multi-modal literacies in learning. The use of information communication technologies as essential learning for the changing nature of schooling for the 21st century is another focus for student participation in the unit.

## ASSESSMENT

1a Assignment 1a (paired task) Mathematics 30%  
 1b Assignment 1b (paired task) Science 30%  
 2a Mathematics and Science Exam held in exam period 40% (3 hours)

## PRESCRIBED TEXTS

Helping Children Learn Mathematics  
<http://orders.dusabookshop.com.au/where>.

cgi?ITEMNO=9780470403068 by Reys, , Lindquist, Lambdin and Smith (ISBN 0470403063) (ninth edition)

Teaching Primary Science Constructively  
<http://orders.dusabookshop.com.au/where>.  
 cgi?ITEMNO=9780170132923 By Skamp (Ed)(ISBN 0170132927) (2008)

The Study Guides:

Developing Understanding of Mathematics, Science and Technology – Study Guide – (ISBN/Item No. 2770000092449) available through the Bookshop.  
 Ideas for Teaching Science: Years P-8 (ISBN/Item No. 2770000093309) available through the Bookshop-hardcopy and /or CD and available online  
 P-8 Science resources <http://www.deakin.edu.au/arts-ed/education/sci-enviro-ed/index.php>

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## ESJ457 – STUDIES IN CURRICULUM (LOTE A)

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: N Araki-Metcalf*

*Prerequisite: LOTE students: An advanced level major study (e.g. 8 units) at university level in a university program that requires successful completion of Year 12 studies for entry, or equivalent.*

*Incompatible with: ESH402, ESH316, ECL463, ECL763, ECL357*

*Contact hours: 3 hours per week*

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioner through a study of the following education specialisms:

- LOTE secondary curriculum study (B)

It will focus on aspects such as curriculum influences, curriculum design and development principles and curriculum delivery and implementation.

### ASSESSMENT

1. Written essay (40%)
2. The development of a teaching/learning sequence based on current curriculum frameworks (60%), which consists of the activity demonstration (20%) and lesson plan submission (40%).

## ESJ458 – STUDIES IN CURRICULUM (LOTE B)

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: N Araki-Metcalf*

*Prerequisite: LOTE students: An advanced level major study (e.g. 8 units) at university level in a university program that requires successful completion of Year 12 studies for entry, or equivalent.*

*Incompatible with: ESH403, ELE238, ESH315, ECL264, ECL464, ECL764*

*Contact hours: 3 hours per week*

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of one of the following education specialisms:

- Issues in Home Economics (B)
- Curriculum study in LOTE education (B,G,W)
- LOTE materials development (B)

Each of these specialisms will focus on aspects such as curriculum influences, curriculum design and development principles and curriculum delivery and implementation of the respective disciplines. The year level focus and/or other aspects of each of these specialisms will complement and support specialisms offered in other Education Discipline Studies.

### ASSESSMENT

A variety of assessment items appropriate to the specific education area will be set including written assignment work, practical demonstrations, folio submissions, presentations, etc.

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## ESJ459 – STUDIES IN CURRICULUM (TESOL 7–10)

*Offering information: \* Off campus offering to continuing students only from 2010.*

*Offered at: (B, \*X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule:*

*(For students enrolled in courses D347, E360, E365 or E455 only)*

*Unit chair: N Araki-Metcalf*

*Prerequisite: A sub-major study in one of Linguistics or*



*A second language (i.e. not the teacher's first language) or Appropriate TESOL Studies*  
*Incompatible with: ECL465*  
*Contact hours: 3 hours or equivalent*

*Note: TESOL specialist teachers require a sub-major study in one of Linguistics or a second language (i.e. not the teachers' first language), or appropriate TESOL studies as approved by the unit chair. It is highly recommended that TESOL students undertake Linguistics units ELL101, ELL102, ELL201 and ELL202.*

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of the education specialism: TESOL: Curriculum Study A

This unit aims to introduce beginning teachers to the major aspects of teaching learners from language background other than English in both mainstream and specialist classes at secondary school level. It provides real and simulated classroom situations in which participants can practise and discuss teaching and learning procedures. The unit covers a broad range of theoretical and practical issues important to the study of TESOL such as second language acquisition, the use of curriculum frameworks, assessment practices and effective pedagogies.

### ASSESSMENT

1. Written essay (40%)
2. The development of a teaching/learning sequence based on current curriculum frameworks (60%), which consists of the activity demonstration (20%) and lesson plan submission (40%).

## ESJ460 – STUDIES IN CURRICULUM (TESOL OR SENIOR CHEMISTRY)

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G Chittleborough*  
*Prerequisite: ESJ459, ESS444*  
*Incompatible with: ECL466, ECB402, ESS468*  
*Contact hours: 3 hours for on-campus students*

*Note: TESOL specialist teachers require a sub-major study in one of Linguistics or a second language (i.e. not the teachers' first language), or appropriate TESOL studies as approved by the unit chair. It is highly recommended that TESOL students undertake Linguistics units ELL101, ELL102, ELL201 and ELL202. Chemistry specialist teachers require a sub-major study in chemistry or biochemistry.*

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of one of the following education specialisms:

- TESOL: Curriculum Study B (B)
- Senior Chemistry: Curriculum Study – (B, X) Each of these specialisms will focus on aspects such as curriculum influences, curriculum design and development principles and curriculum delivery and implementation of the respective disciplines. The year level focus and/or other aspects of each of these specialisms will complement and support specialisms offered in other Education Discipline Studies.

### ASSESSMENT

A variety of assessment items appropriate to the specific education area will be set including written assignment work, practical demonstrations, folio submissions, presentations. 100%

## ESJ757 – STUDIES IN CURRICULUM (LOTE A)

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: For students enrolled in E760 course only.*  
*Unit chair: N Araki-Metcalf*  
*Prerequisite: An advanced level major study (e.g. 8 units) at university level in a university program that requires successful completion of Year 12 studies for entry, or equivalent.*  
*Incompatible with: ECL263, ECL357, ECL463, ECL763, ELE239, ELE457, ELE473*  
*Contact hours: 3 hours for on-campus students*

### CONTENT

- History of the subject area
- Contemporary policy context
- Working with curriculum and developing programs
- Sequence of lessons
- Effective pedagogies
- Effective assessment

### ASSESSMENT

1. Written essay (40%)
2. The development of a teaching/learning sequence based on current curriculum frameworks (60%), which consists of the activity demonstration (20%) and lesson plan submission (40%).

## ESJ758 – STUDIES IN CURRICULUM (LOTE B)

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: For students enrolled in E760 course only.  
Unit chair: N Araki-Metcalf  
Prerequisite: An advanced level major study (e.g. 8 units) at university level in a university program that requires successful completion of Year 12 studies for entry, or equivalent.  
Incompatible with: ECL264, ECL464, ECL764, ELE238, ELE436  
Contact hours: 3 hours for on-campus students

### CONTENT

- History of the subject area
- Contemporary policy context
- Working with curriculum and developing programs
- Planning and sequence of units
- Effective pedagogies
- Effective assessment

### ASSESSMENT

A variety of assessment items appropriate to the specific education area will be set including written assignment work, practical demonstrations, folio submissions, presentations.

## ESJ759 – STUDIES IN CURRICULUM (TESOL 7-10)

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E760 only)  
Unit chair: N Araki-Metcalf  
Incompatible with: ECL465, ESJ459, ECL765  
Contact hours: 3 hours for on-campus students

Note: TESOL specialist teachers require a sub-major study in one of Linguistics or a second language (i.e. not the teachers' first language), or appropriate TESOL studies as approved by the unit chair.

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of the education specialism: TESOL: Curriculum Study A This unit aims to introduce beginning teachers to the major aspects of teaching learners from language background other than English in both mainstream and

specialist classes at secondary school level. It provides real and simulated classroom situations in which participants can practise and discuss teaching and learning procedures. The unit covers a broad range of theoretical and practical issues important to the study of TESOL such as second language acquisition, the use of curriculum frameworks, assessment practices and effective pedagogies.

### ASSESSMENT

1. Written essay (40%)
2. The development of a teaching/learning sequence based on current curriculum frameworks (60%), which consists of the activity demonstration (20%) and lesson plan submission (40%).

## ESJ760 – STUDIES IN CURRICULUM (TESOL OR SENIOR CHEMISTRY)

Offering information: \*TESOL offered in on-campus mode only

Offered at: (\*B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: For students enrolled in E760 course only.  
Unit chair: G Chittleborough  
Prerequisite: ESJ459, ESJ444  
Incompatible with: ECB402, ECB702, ECL466, ECL766, ESJ460, ESS468, ESS768  
Contact hours: 3 hours or equivalent

Note: TESOL specialist teachers require a sub-major study in one of Linguistics or a second language (i.e. not the teachers' first language), or appropriate TESOL studies as approved by the unit chair. Chemistry specialist teachers require a sub-major study in chemistry or biochemistry.

### CONTENT

The principal aim of this unit is to prepare students for teaching as specialist education practitioners through a study of one of the following education specialisms:

- TESOL: Curriculum Study B (B)
- Senior Chemistry: Curriculum Study – (B, X) Each of these specialisms will focus on aspects such as curriculum influences, curriculum design and development principles and curriculum delivery and implementation of the respective disciplines. The year level focus and/or other aspects of each of these specialisms will complement and support specialisms offered in other Education Discipline Studies.

**ASSESSMENT**

A variety of assessment items appropriate to the specific education area will be set including written assignment work, practical demonstrations, folio submissions, presentations.

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## ESM210 – CHILDREN AND MATHEMATICS: DEVELOPING MATHEMATICAL CONCEPTS

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule:*

*(For students enrolled in course E359 only)*

*Unit chair: C Vale*

*Campus contact: C Vale (B), G Ferencz (G), S Herbert (W)*

*Prerequisite: SIT106 and students must pass at least 5 units at first year before progressing to second year level (for 2012 students).*

*Incompatible with: EME228, EME497*

*Contact hours: 3 to 4 hours of contact per week*

**CONTENT**

This unit is the first of three compulsory units in primary mathematics education. The unit aims to promote students' understanding of how children's mathematical concepts develop in two key areas – number and measurement. Student's interaction with and analysis of children's responses to mathematical tasks will be used as a stimulus for them to examine their own understandings of some of the key mathematical concepts, terminology, operations and procedures related to our number systems and measurement. Building on these experiences, students will explore the development of learning activities to support children's further construction of these mathematical concepts. Students will be introduced to a range of teaching aids and effective ways of incorporating the use of a range of learning technologies. National and state trends in the development of numeracy standards will be examined. Current state curriculum documents will be referred to and used intensively.

**ASSESSMENT**

Group report based on an analysis of children's responses to an interview (30%).

Individual written assignment developing teaching tasks based on understandings of children's development from first assignment (30%).

One written examination (40%)

**PRESCRIBED TEXTS**

Reys, R., Lindquist, M.M., Lambdin, D.V. and Smith, N.L. (2009) (9th edn) *Helping children learn mathematics*, Hoboken, NJ: John Wiley and Sons

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## ESM300 – NUMERACY ACROSS THE CURRICULUM

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D342, D344, D347, D389 and E377 only)*

*Unit chair: S Groves*

*Incompatible with: EEM301*

*Contact hours: Equivalent to 3 hours per week*

*Note: This unit is offered in wholly online mode.*

**CONTENT**

This unit focuses on numeracy across the curriculum and aspects of professional computer literacy and online pedagogy. The topics to be addressed include: the nature of numeracy; the professional numeracy and ICT literacy demands of the teaching profession; the role of numeracy within the different curriculum areas and the inherent numeracy demands and opportunities within these for secondary students, together with ways in which these demands can be addressed by teachers; a whole school approach to numeracy, the potential and limitations of online pedagogy.

**ASSESSMENT**

Task 1.

Individual written assignment relating to the numeracy demands and opportunities in one of the student's chosen curriculum areas and strategies for meeting these (equivalent to 1600 words, 40%).

Task 2.

A cross curriculum group development, presentation and peer assessment of a website, PowerPoint or wiki presentation relating to a whole school approach to numeracy (equivalent to 1200 words, 30%).

Task 3.

An online learning task portfolio consisting of a number of short written pieces in response to tasks detailed on the DSO site (equivalent to 1200 words, 30%).

## ESM310 – TEACHERS AND MATHEMATICS: CREATING AN EFFECTIVE CLASSROOM

*Offered at:* (B, G, W)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E359 only)  
*Unit chair:* L Bragg  
*Campus contact:* L Bragg (B), G Ferencz (G), K Anderson (W)  
*Prerequisite:* ESM210, SIT198  
*Incompatible with:* EME500  
*Contact hours:* 3 to 4 hours per week

### CONTENT

This unit is the second of three compulsory units in primary mathematics education. Students in this unit will explore the connection between children as learners who construct their own understanding of mathematics and an inquiry-based model for classroom practice. They will develop strategies to provide challenging, coherent and inclusive mathematical learning experiences for children. Other topics include planning, implementing and evaluating learning in mathematics; problem-solving and mathematical investigations; developing spatial thinking and techniques for teaching geometry; teaching chance and data through an investigational approach; the development of informal and formal concepts for the measurement of time, temperature, money and angle; designing effective activities for mathematics learning; and the use of appropriate learning technologies to enhance mathematics learning and teaching.

### ASSESSMENT

Written/oral report of a research or practice-based development of an outline of mathematical activities (40%), Professional Portfolio incorporating responses to academic readings, reflections, practical tasks and additional items as set (60%).

Assessment will total the equivalent of 4000 words.

### PRESCRIBED TEXTS

Reys, R.E., Lindquist, M.M., Lambdin, D.V. and Smith, N.L. (2007) (8th edn) *Helping children learn mathematics* Hoboken, NJ: John Wiley and sons

## ESM410 – PROFESSIONAL PRACTICE AND MATHEMATICS: DESIGNING AN INCLUSIVE PROGRAM

*Offered at:* (Online)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* (For students enrolled in course E359 only)  
*Unit chair:* L Bragg  
*Prerequisite:* ESM310

*Note:* This unit is delivered in wholly online mode.

### CONTENT

This unit is the third of three compulsory units in primary mathematics education; it is offered as a wholly on line unit. In this final unit students will address issues related to their future professional practice in schools and the wider education community. The main focus will be on increasing students' skills in curriculum planning, assessment and reporting, and extending their knowledge of current issues, research and development in mathematics education. Topics to be addressed include: problematic issues relevant to the implementation of mathematics curricula; assessment, evaluation and reporting, including the use of authentic assessment tasks; catering for diversity, including intervention and remediation; curriculum planning in mathematics; socio-cultural and equity factors in planning and implementing inclusive mathematics learning; mathematics in an integrated curriculum; and continuing professional development.

### ASSESSMENT

eLecture responses on curriculum issues and assessment practices in primary mathematics (40%) and a multimedia resource focusing on mathematics curriculum (60%).

Assessment will total the equivalent of 4000 words.

### PRESCRIBED TEXTS

Primary Mathematics Education (2006) CD-Rom, Melbourne, Deakin University.

## ESM415 – PROBLEM SOLVING AND MODELLING IN THE MATHEMATICS CLASSROOM

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Groves  
Incompatible with: EME415

### CONTENT

This unit will address theoretical and practical aspects of problem solving and mathematical modelling. Participants will be expected to access significant print and on-line national and international literature in the area, interact with video showing problem solving in classrooms across a range of year levels, engage in the process of attempting to solve non-routine problems, and reflect on the strategies they used and the solution paths they followed. Topics include: the nature of mathematical problems and the problem solving process; problem posing and mathematical investigations; communicating mathematical explanations and proof; the concept of a mathematical model and the modelling process; applying the modelling process to real world problems; the role of problem solving and modelling in the school curriculum; organising classrooms for problem solving and modelling; and what constitutes a mathematically rich problem or situation for use in classrooms.

Emphasis will also be placed on classroom aspects of problem solving and modelling, including the need to actively involve students, the role of the teacher, evaluation and resources, including web-based resources for teachers and students.

Participants will prepare, trial and critically evaluate problem-solving activities for use with primary or secondary school students.

### ASSESSMENT

Portfolio 40% – Portfolio of problem solving and modelling tasks.

Essay 20% – Teaching and learning problem solving and modelling – an international perspective.

Report 30% – Reflective report on the development and teaching of a series of problem solving or modelling sessions.

Participation in DSO online discussions 10%

## ESM424 – MATHEMATICS: CURRICULUM STUDY

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For students enrolled in courses D342, D344, D347, D351, E377, E365, E455 and E356M only)  
Unit chair: C Vale

Prerequisite: Minimum discipline study requirement is a sub-major study in Mathematics equivalent to half a year of successful full-time higher education study. In most programs this equates to four units of mathematics including sequential units with no more than two of these four units at first year level. Statistics is accepted as Mathematics provided it is taken within a Mathematics Department.

Contact hours: 3 hours per week

Note: Wherever possible students should enrol in the on-campus version of this unit.

### CONTENT

This unit simultaneously focuses on mathematical content and teaching and learning approaches that increase Year 7 – 10 students' opportunities to learn mathematics. Informed by findings from middle years research, and guided by the Victorian Essential Learning Standards (2005), and National Curriculum Documents, autonomous student thinking is a focus of attention. A diversity of tasks (from the areas of Number, Space, Measurement, Chance and Data, Structure – numeric and algebraic structure) is examined. Tasks are then designed and implemented, and reflections upon the learning that occurred model the thinking of reflective teachers. Many complexities associated with classroom teaching (e.g., catering for individual differences, implementing effective group work, and capitalising on technology to support student learning) are identified and discussed. Study of assessment techniques focuses on monitoring student progress to promote further learning, assessing students' mathematical performance, and providing opportunities for students to demonstrate they can work mathematically.

### ASSESSMENT

Task 1 50% – Use research, independent thinking, and online discussion spaces to collaboratively design, develop and implement a learning activity, and collaboratively and individually reflect on its usefulness.

Task 2 50% – Formulate an inquiry associated with the learning of mathematics through practicum participation, and interrogate research literature to explore this question.

All tasks will be criterion referenced.

## ESM425 – SENIOR MATHEMATICS: CURRICULUM STUDY

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: G Williams  
Campus contact: G Williams (B, X), C Campbell (G)  
Prerequisite: Successful completion of ESM424 including the minimum mathematics discipline studies requirements for entry to ESM424.  
Contact hours: 3 hours per week or off campus equivalent.

Note: Wherever possible students should enrol in the on-campus version of this unit.

### CONTENT

This unit focuses on mathematics units within the Victorian Certificate of Education (Foundation Mathematics, General Mathematics, Further Mathematics, Mathematical Methods 1/2 3/4, Specialist Mathematics), and mathematics associated with the Victorian Certificate of Applied Learning (VCAL). As the National Mathematics Curriculum is developed, it will also focus on this. The unit simultaneously examines mathematical content and teaching approaches that optimise student learning of that content. Attention is paid to developing teacher ability to sequence mathematical topics to increase student opportunities to think autonomously; to strengthen the connections they make between areas of mathematical content, and the contexts to which this mathematics applies. Assessment procedures are examined for the purpose of identifying how to increase student learning by progressive monitoring, and how to best assist students to meet assessment requirements. Design of assessment tasks is considered in the light of ways to monitor ongoing learning and how to assess at Units 1 and 2 in ways that prepare students for assessment in Units 3 and 4.

### ASSESSMENT

Task 1 40% – Through collaborative and individual activity informed by research literature, develop, and show how to implement and assess, a sequence of areas of the mathematics curriculum to encourage autonomous mathematical thinking and deep learning. Demonstrate the ability to identify student learning trajectories and teacher actions that could enrich them.

Task 2 60% – Collaborative and individual analyses of senior secondary examination questions and examiners' reports to identify an area where students experience conceptual difficulty. Collaborative development of a sequence of activities to assist in overcoming this difficulty. Individual development of an evidence based article for teachers to raise questions about current transmission approaches at senior secondary level, and

illustrate an alternative approach to help overcome the conceptual difficulty identified.

## ESM433 – EXPLORING SPACE AND NUMBER

Offering information: Offered in alternate years 2013, 2015

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

Unit chair: S Groves  
Incompatible with: SIT197, SIT198

### CONTENT

This unit explores two fundamental areas of mathematics, space and number, and provides participants with ideas for teaching that exploit this knowledge. Topics covered include: the natural, rational and real numbers; the role of written, mental and calculator computation; using mental computation as a vehicle for enhancing number sense and developing explanation skills; the potential of the calculator to foster children's exploration of number; using geometry in art and design, including paper engineering and the work of M. C. Escher, as a vehicle for meaningfully engaging students from Prep to Year 10 with the space content of the curriculum. Participants will be expected to reflect on issues related to pedagogical approaches that enhance students' construction of their knowledge and understanding of mathematical concepts.

### ASSESSMENT

Two written assignments (Each 50%) based on mathematical and pedagogical aspects of space and number, including a report on implementing activities with students. Assessment will total 4000 words or equivalent.

## ESM438 – EVALUATING CHILDREN'S PROGRESS

Offering information:  
Offered in alternate years 2012, 2014

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: W Widjaja  
Incompatible with: EME438

**CONTENT**

The unit reviews current issues in the evaluation (assessment) of children's classroom performances and is relevant to K-12 teachers, in mathematics and all other Key Learning Areas. Children, or other students, in non-school settings (e.g. Special Education, Scouts, swimming schools, AMEB music, dance or sports clubs), may also be considered as subjects for assessment wherever deliberately intended learning may occur. In addition to discussing traditional issues such as the validity and reliability of testing procedures, a wide range of alternative assessment procedures is introduced. Students are invited to evaluate the assessment procedures used in an educational institution with an action research approach. In this way, assessment tasks can relate to students' work interests. Literacy, numeracy, benchmarking, objective learning outcomes and outcomes-based-education, the impact of computer and other technologies on the curriculum, and computer-based reporting, for example, may be used as the focus for such assessment tasks.

**ASSESSMENT**

Two written assignments 50% each (together totalling approximately 4000 words).

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## ESM701 – TEACHING MATHEMATICS SUCCESSFULLY

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Bragg*

*Note: Online access is required. Teaching and learning activity is offered only in wholly online mode.*

**CONTENT**

This unit encourages students to explore some key features of quality teaching, including organising for learning, effective communication, nurturing of learners, engaging students, catering for individual differences, and ways of structuring open-ended learning. These strategies are portrayed as necessary for an inclusive curriculum that will lead to the construction of relational understanding of any specific content, including mathematics. Students look critically at a range of aspects of mathematics lessons, and then choose to investigate more deeply (individually or in groups) a feature of the teaching approach that links with their specific interests and specialist fields. Access to a computer and the internet are required to complete this unit.

**ASSESSMENT**

Two assignments totalling 5000 words or equivalent: one portfolio (40%) and one project (60%).

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## ESM704 – PROBLEM SOLVING AND MODELLING

*Offering information: Offered in alternate years 2012, 2014*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Groves*  
*Incompatible with: ESM415*

**CONTENT**

This unit focuses on two key elements in the teaching of K to year 12 mathematics: problem solving and modelling. The unit will address topics including: the nature of mathematical problems and the problem solving process; the concept of a mathematical model and the modelling process; the role of problem solving and modelling in the school curriculum; organising classrooms for problem solving and modelling; and what constitutes a mathematically rich problem or situation for use in classrooms.

**ASSESSMENT**

Portfolio of problem solving and modelling tasks (equivalent to 2400 words) (40%); essay on teaching and learning problem solving and modelling (1800 words) (30%); reflective report on the development and teaching of a series of problem solving or modelling sessions (equivalent to 1800 words) (30%).

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## ESM724 – MATHEMATICS: CURRICULUM STUDY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E760 only)*  
*Unit chair: C Vale*  
*Prerequisite: Minimum discipline study requirement is a sub-major study in Mathematics equivalent to half a year of successful full-time higher education study. In most programs this equates to four units of mathematics including sequential units with no more than two of these four units at first year level. Statistics*

is accepted as Mathematics provided it is taken within a Mathematics Department.

Contact hours: 3 hours per week or equivalent

### CONTENT

This unit simultaneously focuses on mathematical content and teaching and learning approaches that increase Year 7 – 10 students' opportunities to learn mathematics. Informed by findings from middle years research, and guided by the Victorian Essential Learning Standards (2005) and the National Curriculum under development at present, in particular the focus will be on the intersection between these two documents. Autonomous student thinking is a focus of attention. A diversity of tasks (from the areas of Number, Space, Measurement, Chance and Data, Structure – numeric and algebraic structure) are examined. Tasks are then designed and implemented, and reflections upon the learning that occurred are a focus intended to develop the types of thinking of reflective teachers. Many complexities associated with classroom teaching (e.g., catering for individual differences, implementing effective group work, and capitalising on technology to support student learning) are identified and discussed. Study of assessment techniques focuses on monitoring student progress to promote further learning, assessing students' mathematical performance, and providing opportunities for students to demonstrate they can work mathematically.

### ASSESSMENT

Task 1 50% – Use research, independent thinking, and online discussion spaces to collaboratively design, develop and implement a learning activity, and collaboratively and individually reflect on its usefulness.

Task 2 50% – Through reflection upon practicum experience, formulate and research a question that will assist in developing curriculum expertise.

### PRESCRIBED TEXTS

Goos, M, Stillman, G, & Vale, C 2007, Teaching Secondary Mathematics: Research and practice for the 21st Century, Allen & Unwin, Australia.

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## ESM725 – SENIOR MATHEMATICS: CURRICULUM STUDY

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: (For students enrolled in course E760 only)

Prerequisite: Successful completion of ESM724 including the minimum mathematics discipline studies requirements for entry to ESM724.

Contact hours: 3 hours per week or equivalent

### CONTENT

This unit focuses on mathematics units within the Victorian Certificate of Education (Foundation Mathematics, General Mathematics, Further Mathematics, Mathematical Methods 1/2 3/4, Specialist Mathematics), and mathematics associated with the Victorian Certificate of Applied Learning (VCAL). As the National Mathematics Curriculum is developed, it will also focus on this. The unit simultaneously examines mathematical content and teaching approaches that optimise student learning of that content. Attention is paid to developing teacher ability to sequence mathematical topics to increase student opportunities to think autonomously; to strengthen the connections they make between areas of mathematical content, and the contexts to which this mathematics applies. Assessment procedures are examined for the purpose of identifying how to increase student learning by progressive monitoring, and how to best assist students to meet assessment requirements. Design of assessment tasks is considered in the light of ways to monitor ongoing learning and how to assess at Units 1 and 2 in ways that prepare students for assessment in Units 3 and 4.

### ASSESSMENT

Task 1 40% – Through collaborative and individual activity informed by research literature, develop, and show how to implement and assess, a sequence of areas of the mathematics curriculum to encourage autonomous mathematical thinking and deep learning. Demonstrate the ability to identify student learning trajectories and teacher actions that could enrich them.

Task 2 60% – Collaborative and individual analyses of senior secondary examination questions and examiners' reports to identify an area where students experience conceptual difficulty. Collaborative development of a sequence of activities to assist in overcoming this difficulty. Individual development of an evidence based article for teachers to raise questions about current transmission approaches at senior secondary level, and illustrate an alternative approach to help overcome the conceptual difficulty identified.

### PRESCRIBED TEXTS

Goos, M, Stillman, G, & Vale, C 2007, Teaching Secondary Mathematics: Research and practice for the 21st Century, Allen & Unwin.

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## ESM733 – EXPLORING SPACE AND NUMBER

Offering information: Offered in alternate years 2013, 2015

Offered at: (X)

Credit point(s): 1



*Offerings: Trimester 2*

*Unit chair: S Groves*

*Incompatible with: ESM433, SIT197, SIT198*

### CONTENT

This unit explores two fundamental areas of mathematics, space and number, and provides participants with ideas for teaching that exploit this knowledge. Topics covered include: the natural, rational and real numbers; the role of written, mental and calculator computation; using mental computation as a vehicle for enhancing number sense and developing explanation skills; the potential of the calculator to foster children's exploration of number; using geometry in art and design, including paper engineering and the work of M. C. Escher, as a vehicle for meaningfully engaging students from prep to year 10 with the space content of the curriculum. Participants will be expected to reflect on issues related to pedagogical approaches that enhance students' construction of their knowledge and understanding of mathematical concepts.

### ASSESSMENT

Portfolio of tasks related to natural numbers, computational techniques and number sense, and patterns in the plane (1200 words equivalent) (20%); essay on the role of mental, calculator and pencil-and-paper methods of computation (1200 words) (20%); portfolio of tasks related to regular and semi-regular solids, paper engineering, and rational and irrational numbers; (1200 words equivalent) (20%); two reports on the development and teaching of classroom sessions on number and space (1200 words each) (20% each).

## ESP202 – SENIOR PSYCHOLOGY A: CURRICULUM STUDY

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D342, D347 and D389 only)*

*Unit chair: C Spicer*

*Corequisite: A sub-major in psychology studies or equivalent*

*Incompatible with: ETE202*

*Contact hours: 3 hours per week*

### CONTENT

The unit examines issues and practices in the teaching of psychology in years 11 and 12. In particular, it focuses on effective and practical strategies for teaching and assessment in VCE. There is also a focus on ethical considerations associated with teaching more sensitive topics in psychology. A critical analysis of a range of teaching and learning strategies, including both

teacher-centred and experiential approaches, will be undertaken.

### ASSESSMENT

Class presentation (40%) – Preparation, presentation and analysis of a 50-minute class lesson by a group of 2–3 people.

Resource folio (60%) – This individual assignment requires the student to apply specified teaching and learning strategies to course content.

Assessment will total 4000 words or equivalent.

### RECOMMENDED TEXTS

Psychology VCAA Study Design (2010) VCE Psychology Assessment Handbook (2009) Victorian Curriculum and Assessment Authority, East Melbourne, Vic

## ESP203 – SENIOR PSYCHOLOGY B: CURRICULUM STUDY

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in courses D342, D347 and D389 only.*

*Unit chair: C Spicer*

*Prerequisite: ETE202/ESP202*

*Incompatible with: ETE203*

*Contact hours: 3 hours per week*

### CONTENT

The unit provides students with the opportunity to explore the content of the four VCE psychology units in detail. In particular, attention is paid to the assessment procedures involved in each unit and students will be expected to demonstrate proficiency in these. The unit also builds on students' knowledge of effective teaching and highlights the importance of clearly stated objectives and appropriate strategies to address these. A strong emphasis is also placed on developing students' capabilities to devise appropriate, novel, learning procedures that are not reliant on specialised equipment.

### ASSESSMENT

Research design assessment (40%)

This group assignment involves the identification & evaluation of an Empirical Research Activity (ERA) which is relevant to the current VCE Psychology study design and suitable for use as an assessment task with students in year 11 or 12. This is presented to the class and then written up and evaluated (2000 words).

Development of a unit of work from within VCE curriculum (60%)  
This individual assignment requires the student to VCE Psychology lesson and ICT-related learning activities (2000 words).

Assessment will total 4000 words or equivalent.

#### RECOMMENDED TEXTS

Psychology VCAA Study Design (Accreditation period 2005-2010)  
VCE Psychology Assessment Handbook (2009) Victorian Curriculum and Assessment Authority, East Melbourne, Vic

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## ESP401 – STUDENT BEHAVIOUR MANAGEMENT AND WELFARE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Spicer*  
*Corequisite: For students enrolled in courses D344, D347, D389, E356 or E359.*  
*Incompatible with: ETE301*  
*Contact hours: 2 hours per week*

*Note: Quota applies to this unit*

#### CONTENT

The focus of this unit is the prevention and management of student misbehaviour and the development of student wellbeing. Some of the areas to be explored include: models of classroom management; restorative practices; school-based student wellbeing programs; approaches to supporting students with behaviour syndromes such as ADHD, Asperger's Syndrome and Conduct Disorder; and the components of effective engagement and positive peer and teacher-student relationships.

#### ASSESSMENT

One individual resource, application, research and reflection portfolio (60%)  
This individual assignment requires the student to read and reflect on a journal article, critically evaluate specific classroom strategies and complete a small test during class time. (2000 words equivalent)

One group task involving the development of a practical unit of work (40%)  
In this group assignment approx. 3 students work together to research, plan and put together a booklet of effective strategies for specific aspects of classroom management and support (2000 words equivalent)

Assessment will total 4000 words or equivalent.

## ESP437 – TEACHING FOR INTERPERSONAL DEVELOPMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Spicer*  
*Corequisite: For students enrolled in courses E359, D342, D347 and D389 only.*  
*Incompatible with: ETE437*  
*Contact hours: 2 hours per week*

#### CONTENT

This unit focuses on effective classroom practices for incorporating the teaching of social skills within a classroom and curriculum context and developing a positive and pro-social school and classroom culture. There is a strong emphasis on students developing their own social competencies as part of undertaking this unit. Teaching and assessment strategies to address the VELS standards for the domain of Interpersonal Development will also be explored. The unit identifies classroom issues and challenges in relation to students with negative or ineffective patterns of social behaviour and explores strategies for support. There is also a focus on the interpersonal dynamics of bullying/cyber bullying and approaches to its prevention and management.

#### ASSESSMENT

Individual Task Portfolio (60%)  
This individual assignment requires the student to complete a reading and reflection task, a task involving the application of specific classroom strategies and a small test completed in class time (Equivalent to 2000 words)

Group Skills Development and Analysis Task (40%)  
This group task requires 3-4 students to work together to improve their group's level of competence on specific social skills (Equivalent to 2000 words)

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## ESP485 – TEACHING THINKING SKILLS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Spicer*  
*Corequisite: Must be enrolled in course D344, D347, D389, E356 or E359.*  
*Incompatible with: ETE485, ETE425, ESP425*  
*Contact hours: 2 hours per week*

**CONTENT**

This unit focuses on teaching thinking skills in the classroom and explores effective teaching and assessment strategies for addressing the VELS standards of the Thinking Processes domain. A variety of thinking models and thinking tools that can be used across a range of disciplines will be investigated and experienced in class. Collaborative classroom structures that enhance thinking skills will also be outlined and practised during class sessions. In particular there will be an emphasis on effective and engaging strategies for teaching reasoning, problem-solving and critical and creative thinking.

**ASSESSMENT**

**Individual Thinking Tasks Portfolio (60%)**  
This individual assignment requires the student to read and reflect on a journal article, apply teaching and learning activities to selected content and complete a small test during class time (2000 words equivalent).

**Group Thinking Skills Application task (40%)**  
In this group assignment approx. 3 students work together to design, trial and evaluate a selection of thinking tools (2000 words equivalent).

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## ESP701 – EDUCATION AND DEVELOPMENT OF EXCEPTIONAL LEARNERS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Spicer*

**CONTENT**

This unit focuses on the current understandings of students with exceptional learning abilities. Topics covered include conceptions of intelligence, giftedness and talent; identification; social and emotional needs; underachievement; students at risk; curriculum models and program planning.

**ASSESSMENT**

Three assessment tasks including one theoretical essay (40%) related to current understandings of the education and development of exceptional learners, one essay or project applying theory to practice (50%) and participation in online discussions based on unit reading/activities (10%). Assessments will total approximately 6000 words.

**PRESCRIBED TEXTS**

Colangelo, N, & Davis, G.A. (2003), Handbook of Gifted Education. Allyn & Bacon

## ESP703 – STUDENT WELFARE AND DISCIPLINE ISSUES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Spicer*

**CONTENT**

This unit investigates contemporary issues in welfare and discipline in relation to all students, including those with diverse abilities and behaviours. Topics covered include discipline models, student wellbeing and behaviour initiatives (such as resilience programs, restorative practices and anti-bullying programs), supporting students with specific behavioural syndromes, mental health issues, multi-age classrooms and peer support programs.

**ASSESSMENT**

One assignment focusing on a wellbeing program (50%)  
One assignment focusing on evidence-based approaches to specific aspects of behaviour management and support (50%).  
Assignments will total approximately 6000 words.

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## ESS412 – SCIENCE EXPERIMENTS YOU CAN EAT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: C Campbell*

*Contact hours: 11 hours (Saturday workshops, if applicable)*

*Note: Saturday workshops are offered on the Melbourne (Burwood) campus in support in this unit. Students unable to attend these can be offered electronic on-line assistance.*

**CONTENT**

Investigation in primary classrooms of the chemical and physical changes which happen to food during its preparation and cooking. Background information about each topic is given and related teaching and learning issues are raised. Samples of activities are provided for students to explore each topic. Science ideas and possible questions for investigation are presented to assist with planning units of work. Based on these understandings, students develop teaching strategies and curriculum materials designed for

primary-school children. Students engage with ICT strategies in the development of units of work.

### ASSESSMENT

Two assignments, 50% each; assignments to include curriculum development. Assessment will total 4000 words or equivalent.

## ESS415 – RESOURCES IN THE CONTEMPORARY SCIENCE CURRICULUM

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: P Hubber*

*Campus contact: P Hubber (B, X), C Campbell (G)*

*Incompatible with: ESM302*

*Contact hours: 3 hours per week*

### CONTENT

This unit aims to develop in students an understanding of the place of practical activities in school science and strategies the effective use of a wide range of resources in the contemporary science curriculum.

The topics to be addressed in this unit include:

Productive use of excursions and incursions in science, laboratory management policies and procedures, legal responsibilities of the science teacher; preparation and storage of laboratory chemicals and biological materials; ways of using community science resources including local industry and government agencies; field work in science; using web based resources; strategies for the effective preparation and presentation of teachers' demonstrations; strategies for the effective use of a range of equipment, including learning technologies such as data-logging, computers and graphic calculators; strategies for the effective preparation and management of laboratory activities undertaken by students; formative and summative assessment of practical activities; and research related to the effective use of practical activities in science learning. The unit assumes a basic level of competence in the use of learning technologies and will require the student to engage in regular electronic conferences and other web-based learning activities.

### ASSESSMENT

Assignment 1:

Development of a portfolio of reports on the use of a variety of science resources.

Part A: Laboratory management report (1000 words, 25%)

Part B: Teacher demonstration (800 words, 20%)

Part C: Electronic portfolio (1000 words, 25%)

Assignment 2:

A research assignment based on a project exploring the potential use of a science community resource (1000 words, 30%)

## ESS420 – OUTDOOR AND ENVIRONMENTAL EDUCATION

*Offered at: (W)*

*Credit point(s): 1*

*Offerings: Trimester 3 (available to currently enrolled CSP students on a HECS basis)*

*EFTSL value: 0.125*

*Unit chair: L Shuck*

*Contact hours: 5 day intensive at Warrnambool Campus*

*Note: Quotas apply to this unit, please contact the Faculty of Arts and Education Student Support Office to make an application to undertake this unit.*

*Trimester 3 studies: ESS420 will include a residential component at Warrnambool Campus for 5 days beginning the second Sunday in January. Some accommodation available in residences. Students will be required to meet the costs of specific outdoor activities. Excursion and equipment fees will apply.*

*Completion of this unit DOES NOT qualify students to teach outdoor education in any context (community or school)*

### CONTENT

This course investigates the relationship between outdoor education and environmental science using an experiential pedagogical framework. The topics to be addressed in this unit include: legal requirements for taking students outside the classroom; principles for planning and managing outdoor activities; appropriate sites for different non-classroom based activities; and developing strategies for incorporating meaningful experiences beyond the classroom into the school curriculum.

### ASSESSMENT

Journal Task 5%

Complete an online environmental education journal (250 words).

Group Presentation 20% (Group)

Complete a presentation that includes education, environmental and outdoor education (1000 words).

Unit of Work 70%

Individual) Complete a unit of work that addresses the content issues and a variety of teaching strategies (3000 words).

Final Reflection 5%  
Review the value of the course content (250 words).

## ESS439 – ISSUES IN SCIENCE AND ENVIRONMENTAL EDUCATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Barraza*  
*Incompatible with: EME439, ESS457*

### CONTENT

The unit is inquiry-based. Its main aim is to create the conditions for students and practising teachers to engage in inquiries into science and environmental issues, linking their education setting with the local community and its resources, and the local environment. These inquiries generate the 'substance' or 'content' of the unit, which is organised around two assignments. The unit will utilise material from case studies of inquiry involving links between schools and the environment and community science resources.

### ASSESSMENT

Task 1 40% Review of a science or environmental topic and design and environmental education proposal.

Task 2 40% Selection of a contemporary science topic and design a PowerPoint presentation for two different audiences.

Task 3 20% DSO discussion and participation.

### PRESCRIBED TEXTS

Gough, A. (1997) *Education and the Environment: Policy, Trends and the Problems of Marginalisation*. Melbourne, ACER.

## ESS441 – ENVIRONMENTAL SCIENCE AND SOCIETY: CURRICULUM STUDY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in courses D342, D344, D351, E365, E377 and E455 only)*  
*Unit chair: L Barraza*  
*Prerequisite: A sub major sequence in either of environmental science or biology*

*Incompatible with: ESS741*  
*Contact hours: 3 hours per week or off campus equivalent*

### CONTENT

The content of this unit will include:

1. Different approaches to teaching and learning in environmental education;
2. A discussion of the purposes of environmental education;
3. Common curriculum documents to plan and organize work;
4. How to critically reflect on teaching and learning in Environmental Education;
5. Examples of professional reading related to teaching and learning and
6. Curriculum plans which exemplify the purposes of environmental education.

### ASSESSMENT

1. PART A Group Assessment based on wiki, and online discussion – 1000 words 35% PART B Individual Reflection – 800 words 15%
2. PART A Curriculum development task 1000 words 30% PART B Research component (Reflection) 500 words 10%
3. DSO discussion participation 10%

### PRESCRIBED TEXTS

Curriculum and Standards Framework II: Science. Carlton, Victoria: Board of Studies 2000  
Curriculum and Standards Framework II: Studies of Society and Environment. Carlton, Victoria: Board of Studies 2000  
Victorian Essential Learning Standards (VELS), VCAA

All of the above are available on the Internet at:  
<http://www.vcaa.vic.edu.au/>  
Gough, N. (1992) *Blueprints for Greening Schools*, Moorabbin, Victoria: Gould League.  
Curriculum@work (published by Curriculum Corporation) CD-ROM or on the Internet at:  
<http://www.vcaa.vic.edu.au/>.

## ESS442 – SENIOR ENVIRONMENTAL SCIENCE: CURRICULUM STUDY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Barraza*  
*Prerequisite: ESS441*  
*Incompatible with: ESS742*  
*Contact hours: 3 hours per week or off campus equivalent*

**CONTENT**

Topics to be addressed in this unit include: environmental education past, present and future ; the VCE Environmental Science study design; implementing the VCE Environmental Science study design; key concepts of sustainability, protecting biodiversity and climate change; field techniques; preparing students for exams; development of assessment tasks including school assessed course work and assessment procedures the VCE Outdoor and Environmental Studies study design; environmental education and the other VCE science study designs, VET and VCAL.

**ASSESSMENT**

Learning Log 10% –

A log of learning experiences and critical reflections.

Assignment 1 45% –

Complete and write up SAC's.

Assignment 2 45% –

Complete and write up SAC's.

- Assessing the development of students' understandings and skills in science;
- Teaching and learning strategies to support students' understandings in science;
- Planning and management of practical science learning activities;
- Scientific literacy and literacies of science; and
- Applications of ICT in the science classroom.

**ASSESSMENT**

1. Presentation of a teaching resource from a science education journal (500 words, 20%).
2. Concept map (500 words or equivalent, 20%).
3. Major assignment requiring the development of a sequence of lessons within the relevant contemporary curriculum document (e.g. Victorian Essential Learning Standards) (3000 words, 60%).

All tasks will be criterion-referenced.

**PRESCRIBED TEXTS**

Dawson, C., 2000, Science Teaching in the Secondary School, Longman, Frenchs Forest NSW.

Students will be required to access professional journals such as:

The Australian Science Teachers' Journal, School Science Review, The Science Teacher, in addition to digital resources.

**ESS444 – SCIENCE: CURRICULUM STUDY**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in courses D342, D344, D351, E365, E377 and E455 only)*

*Unit chair: P Hubber*

*Campus contact: P Hubber (B, X), R Tytler (G)*

*Prerequisite: A sub-major sequence in one area of science, together with a first-year study in another science subject or an approved equivalent.*

*Incompatible with: ESS244, EME444, ESS744*

*Contact hours: 3 hour tutorial each week*

*Note: This unit is a prerequisite for the biology, chemistry and science curriculum study units.*

**CONTENT**

Topics to be addressed in this unit include:

- Lesson planning in science;
- The nature of science and rationale for teaching it;
- Research into students' understandings of science and implications for teaching science;
- Contemporary understandings about students' learning of science;
- Victorian Essential Learning Standards (VELS) structure as it relates to the teaching of science.
- The Nature of Science and implications for the teaching and learning of science – models and representations in science, and argumentation;

**ESS467 – SENIOR BIOLOGY: CURRICULUM STUDY**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: P Hubber*

*Prerequisite: EME444/ESS444 and a sub-major sequence in biology or equivalent.*

*Contact hours: 3 hour tutorial each week*

**CONTENT**

This unit is intended to develop students' understanding of the nature of post-primary biology education both within and beyond Victoria. The unit's learning experiences are centred on the development of the science education component of each student's professional portfolio and are designed to address classroom practice competencies and the place of biology education within the broader curriculum. The unit assumes a basic level of competence in the use of learning technologies at the technical level and is designed to extend students' understanding and skills in the application of those technologies in learning environments.

**ASSESSMENT**

1. Difficult concepts in the curriculum (45%)
2. Goals of the curriculum (25%)
3. Development of a unit of work (30%)

Assessment will total 4000 words or equivalent.  
All tasks criterion-referenced.

which understandings, and the role of questioning, are explored (1600 words, 32%).

**Assignment 2:**

Science teaching research task. In this task a science based teaching unit is designed that incorporates a range of aspects of science related pedagogy including the use of ICT, science processes and inclusive practices (3000 words, 60%).

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## ESS540 – PRIMARY SCIENCE EDUCATION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in courses E365, E356 and E356P only – students commencing 2007 or later should take unit EES540)*

*Unit chair: W Jobling*

*Incompatible with: EES540, EME244, ESS340, ESJ420, ESJ421*

**CONTENT**

In this unit students will expand their understanding of current principles and issues in the teaching of science and its links with technology, and to extend their understandings and critical appreciation of the nature of science and technology, and its personal and social relevance.

In addition, the unit will prepare students for professional experience in science and technology. The focus will be on student learning and understandings, and teaching strategies to support these. Students will critically engage with current initiatives, including state curriculum documents and policies together with national and global initiatives. Through participation in structured activities and reflections based on these, and through participation in group online discussions, students will consider their own knowledge and response to science and technology. The use of information communication technologies as essential learning for the changing nature of schooling for the twenty-first century is another focus for student participation in the unit.

**ASSESSMENT**

There are two major assignments for this unit and an online forum task: Online forum task: based on management of an online discussion forum based around a commentary on teaching and learning issues (400 words, 8%)

**Assignment 1:**

Exploring children's learning in science. This assignment is based on an activity with children in

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## ESS741 – SCIENCE AND ENVIRONMENTAL SUSTAINABILITY: CURRICULUM STUDY (YEARS 7-10)

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E760 only)*

*Unit chair: L Barraza*

*Prerequisite: A sub major sequence in a science*

*Incompatible with: ESS441*

*Contact hours: 3 hours per week or equivalent*

**CONTENT**

The content of this unit will include:

1. Different approaches to teaching and learning in education for sustainability;
2. A discussion of the purposes of education for sustainability;
3. Common curriculum documents to plan and organize work;
4. How to critically reflect on teaching and learning in education for sustainability;
5. Examples of professional reading related to teaching and learning and
6. Curriculum plans which exemplify approaches to environmental sustainability in science education.

**ASSESSMENT**

1. PART A Group Assessment based on wiki, and online discussion – 1000 words 35% PART B Individual Reflection – 800 words 15%
2. PART A Curriculum development task 1000 words 30% PART B Research component (Reflection) 500 words 10%
3. DSO discussion participation 10%

**PRESCRIBED TEXTS**

It is essential that students refer to the relevant Victorian Essential Learning Standards (VELS).  
<http://vels.vcaa.vic.edu.au>

Australian Research Institute in Education for Sustainability [www.aries.mq.edu.au](http://www.aries.mq.edu.au)

Department of the Environment, Water, Heritage and the Arts [www.environment.gov.au/education/index.html](http://www.environment.gov.au/education/index.html)

Department of Education and Early Childhood Development [www.education.vic.gov.au/about/deptpolicies/environment](http://www.education.vic.gov.au/about/deptpolicies/environment)

## ESS742 – SENIOR ENVIRONMENTAL SCIENCE: CURRICULUM STUDY

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E760 only)  
Unit chair: L Barraza  
Prerequisite: ESS741  
Incompatible with: ESS242, ESS442  
Contact hours: 3 hours per week or equivalent*

### CONTENT

Topics to be addressed in this unit include: environmental education past, present and future ; the VCE Environmental Science study design; implementing the VCE Environmental Science study design; key concepts of sustainability, protecting biodiversity and climate change; field techniques; preparing students for exams; development of assessment tasks including school assessed course work and assessment procedures the VCE Outdoor and Environmental Studies study design; environmental education and the other VCE science study designs, VET and VCAL.

### ASSESSMENT

Learning Log 10%  
A log of learning experiences and critical reflections.

Assignment 1 45%  
Development of teaching material for VCE Environmental Science

Assignment 2 45%  
Complete and write up SACs – School Assessed Coursework

### PRESCRIBED TEXTS

Board of Studies 2004 VCE Study Design: Environmental Science and VCE Study Design: Outdoor and Environmental Studies, and other study designs as required. Board of Studies, Carlton, Victoria. Board of Studies (2004) Assessment Guide Revised 2005 VCE Environmental Science. Carlton: Board of Studies. Victorian Association for Environmental Education (2001). Monitoring Ecosystems (Unit 1&2 Guide), and (2001) Issues of Sustainability (Unit 3&4 Guide).

Note: the VCE Study designs are available on the internet at: <http://www.vcaa.vic.edu.au>

## ESS744 – SCIENCE: CURRICULUM STUDY

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For students enrolled in course E760 only)  
Unit chair: P Hubber  
Prerequisite: A sub-major sequence in one area of science or an approved equivalent.  
Incompatible with: EME213, EME444, ESS244, ESS444  
Contact hours: 3 hours per week or equivalent

### CONTENT

Topics to be addressed in this unit include:

- Lesson planning in science;
- The nature of science and rationale for teaching it;
- Research into students' understandings of science and implications for teaching science;
- Contemporary understandings about students' learning of science;
- Victorian Essential Learning Standards (VELS) structure as it relates to the teaching of science.
- The Nature of Science and implications for the teaching and learning of science – models and representations in science, and argumentation;
- Assessing the development of students' understandings and skills in science;
- Teaching and learning strategies to support students' understandings in science;
- Planning and management of practical science learning activities;
- Scientific literacy and literacies of science; and
- Applications of ICT in the science classroom.

### ASSESSMENT

- Review and Presentation of a Teaching Resource 20%
- Review and presentation of a teaching resource found in the science teaching journal literature. (1000 words)
- Concept Mapping Task 20%
- Construction of a concept map of a set of prescribed science education pedagogical terms.
- Development of a Science Learning and Teaching Unit 60%
- A full planning document that provides details of the teaching of a complete science topic taught in Years 7–10. (3000 words)



**PRESCRIBED TEXTS**

Venville, G & Dawson, V 2004, *The Art of Teaching Science*, Allen & Unwin, Sydney.

Task 2: Research Assignment 30% (2000 words) Research assignment that discusses the benefits and difficulties in undertaking excursions and provide details of a viable excursion experience that is embedded in a particular science curriculum.

## ESS755 – RESOURCES IN THE CONTEMPORARY SCIENCE CURRICULUM

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E760 only)*  
*Unit chair: P Hubber*  
*Prerequisite: A sub-major sequence in one area of science or an approved equivalent.*  
*Incompatible with: ESS415*  
*Contact hours: 3 hours per week or equivalent*

**CONTENT**

The unit will consist of the following topics:

- Productive use of excursions and incursions in science;
- Laboratory management policies and procedures, legal responsibilities of the science teacher;
- Preparation and storage of laboratory chemicals and biological materials;
- Ways of using community science resources including local industry and government agencies;
- Effective use of web based resources for science teaching and learning;
- Strategies for the effective preparation and presentation of teachers' demonstrations;
- Strategies for the effective use of a range of equipment, including learning technologies such as data-logging, computers and graphic calculators: strategies for the effective preparation and management of laboratory activities undertaken by students;
- Formative and summative assessment of practical activities; and
- Research related to the effective use of practical activities in science learning

**ASSESSMENT**

Task 1: Portfolio of Reports 70%  
 Part A: Laboratory management report on the basis of an audit of laboratory practices at a particular secondary school.  
 Part B: Teacher Demonstration: The presentation and discussion of a teacher demonstration as well as a written summary of the demonstration; and  
 Part C: Electronic Portfolio that involves a collection of science teaching resources with a written rationale for their use in a contemporary science classroom.(4000 words)

## ESS767 – SENIOR BIOLOGY: CURRICULUM STUDY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For students enrolled in course E760 only)*  
*Unit chair: P Hubber*  
*Prerequisite: ESS744 and a sub-major sequence in one area of biology or an approved equivalent.*  
*Contact hours: 3 hours per week or equivalent*

**CONTENT**

Topics to be addressed in this unit include:

- The place of biology in the curriculum of post-primary schools;
- The VCE Biology Study Design and other senior biology curricula;
- Alternative approaches to the learning and teaching of biology;
- Common difficulties in the learning of biology;
- Curriculum development and assessment;
- Current texts and resources, including those which are internet-based;
- The roles of the laboratory, the virtual laboratory and field work;
- Ethical issues in the teaching of biology.

**ASSESSMENT**

Difficult Concept 45%  
 A review of the literature on the nature and implications for the teaching and learning of a difficult concept in the Biology curriculum. (2000 words)

Curriculum Goals 25%  
 A multimedia presentation that provide a rationale for undertaking senior biology as a subject for a student's audience. (1000 words)

Outline of a Unit of Work 30%  
 Provide a course outline for one complete Area of Study within the VCE Biology curriculum. (1000 words)

**PRESCRIBED TEXTS**

Victorian Curriculum and Assessment Authority, 2006, *Biology Study Design, Accreditation 2006-2011*, The Victorian Government Bookshop, Melbourne.

## EST400 – PRIMARY TECHNOLOGY EDUCATION: CREATIVITY AND DESIGN

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: W Jobling*  
*Campus contact: W Jobling (B), C Campbell (G, W)*  
*Contact hours: 3 hours*

### CONTENT

This unit is designed for students to explore current principles and issues in the teaching of technology, and to enhance their understanding of technology education and technological practice. Students examine the interplay between society and technology and investigate methods of teaching technology education where children are challenged to become effective problem solvers in the design and construction of products to satisfy human needs and wants. By considering case studies of teaching and learning technology in a global context, students become competent in planning inclusive curricula, which support children to develop technological literacy, knowledge and capability. Through hands-on technological activities students observe the links between the Technology Key Learning Area/Domain and other KLAS/Domains such as Art, Language and Science.

### ASSESSMENT

Tutorial response activities (20%)  
 Design Curriculum Task (30%). Written report, which will focus on curriculum development within the primary school context.  
 Community Project (50%). Written report and presentation in response to a community need.  
 Assessment will total the equivalent of 4000 words.

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## EST430 – EDUCATIONAL SOFTWARE TOOLS 1

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Bragg*

*Note: This unit is offered in wholly online mode*

### CONTENT

The topics to be addressed in this unit include: the development of skills with the use of word processing

and graphics applications for the presentation of educational documents. Capabilities with a desktop publishing application will be developed, sufficient to create short reports, newsletters and student newspapers. The use of database and spread sheet applications will be investigated for storing, organising, manipulating and maintaining information such as survey investigation data, student records, class lists and assessment records. The use of electronic mail, blogs and the internet for educational activities will be developed.

### ASSESSMENT

Task 1: Skill development portfolio, including the use of Inspiration and the Internet, websites, blogs, Word, Excel, and/or PowerPoint applications (50%).

Task 2: Digital portfolio of a student's work or a portfolio of set tasks (50%).

Assessment will total 4000 words or equivalent. Teachers will be encouraged to include content in their assigned tasks that will have a personal professional use for them. For example: in the development of curriculum materials that they can use currently; and for on line electronic searches of library catalogues and internet sites to find resources that will have current professional applicability for them; and to be able to apply computers to create a classroom environment where children are confident in using information technology across the curriculum.

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## ETP101 – TEACHER – LEARNER IDENTITIES

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Dixon*  
*Campus contact: M Dixon (B), D Toe (G) B Walker-Gibbs (W)*  
*Corequisite: Students must be enrolled in course E359.*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is the first unit in the professional studies strand – a new sequence that examines the theory and practice nexus. Through a formative collaborative project over the Trimester students will examine and represent their emergent teacher/learner identity. This will be informed by their past and present experience in

schools and theoretical engagement with the field of education focused through a critical lens.

### ASSESSMENT

Identity Transition, 1500 words, 40%

Noticing Self and Other, 2500 words, 60%

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## ETP102 – SOCIAL CONTEXTS OF EDUCATION

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Rawolle*

*Campus contact: C Charles (B), S Rawolle (G), B Walker-Gibbs (W)*

*Corequisite: Students must be enrolled in course E359*

*Contact hours: 3 hours per week, 1 lecture and 1 tutorial and equivalent of 5 days of professional experience*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces and explores the field of education from two aspects of a broadly sociological framework, namely social issues and social theories and concepts. First, the unit deals with different ways that the field of education has emerged as an institution with a distinct structure and function. The unit will therefore cover some of the history and structure of education in Australia and the effect of global processes on education. In particular the unit will cover different educational sectors, the division and use of time, space and place in schools and the production and rewarding of different kinds of students. This will entail specific treatment of social, cultural, religious, gender and sexuality issues in schooling. This will also lead to some coverage of federalism, policy development and implementation, and public, private and hybrid models of provision of education.

Second, the unit will consider different sociological theories, concepts and research approaches that help to understand and explore these issues. In particular, the unit will introduce the concepts of power, practice, policy, discourse, structure, agency, social and cultural capital and field as descriptive and explanatory concepts. In addition the unit will introduce normative theories to explain pressures for change in education, including social justice, equity, inclusion, educational markets and globalization. The unit will also introduce different approaches to educational research.

This unit includes 5 days professional experience during which, as part of a team, the preservice teacher will:

- undertake an orientation to the school environment
- conduct and record observations of class, teacher and school routines
- observe and analyse the nature and impact of social, cultural, religious, gender and sexuality issues in their school setting
- attend meetings, yard duty, school activities etc.
- supervise the work of small groups of students and work with individuals.
- collect and analyse policy documents relating to inclusivity
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

### ASSESSMENT

Analysis of School Space, 1800 words, 50%

Collaborative Research Task, 1800 words, 50%

Hurdle Requirement

Professional Experience, 0%

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

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## ETP201 – TEACHER – LEARNER RELATIONSHIPS

*Offering information: This unit commences in 2013*

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Senior*

*Campus contact: K Senior (B), J Hodgens (G), B Walker-Gibbs (W)*

*Prerequisite: Students must pass at least 5 units at first year before progressing to second year level*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EEP201*

*Contact hours: 3 hours per week. This unit also involves 10 whole days of supervised professional experience*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is the second unit of the professional studies strand. The unit will involve in-depth and contextualised discussion of the ways learners are 'known' in classrooms. Students will adopt a range of ways of seeing learners from the theoretical literature from this unit and critique notions of equity and diversity within learning environments. The students will finally critique these revised ways of seeing learners through revisiting the place of their own beliefs and philosophical stance.

This unit includes 10 consecutive days professional experience. During these days the pre-service teacher will:

- observe, identify and record demonstrated features of a safe, inclusive, engaging and challenging learning environments.
- collect and analyse policy documents relating to these features
- attend meetings, yard duty, school activities and any opportunities for engagement with the broader school community.
- supervise the work of small groups of students and work with individuals.
- as a pair and with supervisor, work toward team teaching whole class.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

**ASSESSMENT**

Learner Community Portraiture, 1000 words, 25%  
Perspectives of a Learner, 2200 words, 55%

Hurdle Requirement

Professional Experience, 20%

This component is assessed primarily by the supervising classroom teacher in consultation with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

**ETP301 – PEDAGOGY**

*Offering information: This unit commences in 2014*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: K Senior*

*Campus contact: K Senior (B)*

*Corequisite: Students must be enrolled in course E359.*

*Incompatible with: EEP301, EPP207*

*Contact hours: 3 hours per week. This unit also involves 10 whole days of supervised professional experience*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is the fourth unit of the professional studies strand. The students will turn their focus to individual learners within the classroom. They will use the broader issues and discourses raised in previous units to inform individual pedagogic planning.

This unit includes 10 days professional experience. During these days the pre-service teacher will:

- undertake an orientation to the school environment.
- identify two learners to focus their attention. Follow these learners across a range of subject areas, classes and learning experiences with the purpose of drawing upon these multifaceted observations to inform their planning in collaboration with the supervisor
- teach at least two lessons a day for a class, small groups of students or with individuals.
- attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

**ASSESSMENT**

Interpretations of Pedagogical Approaches to Teaching and Learning, 1000 words, 25%  
Pedagogic Noticing, 2200 words, 55%

Hurdle Requirement

Professional Experience, 20%

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

**ETP302 – CURRICULUM INQUIRY**

*Offering information: This commences in 2014.*

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Webster*

*Campus contact: S Webster (B), J Hodgens (G), J Lynch (W)*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EEP302*

*Contact hours: 3 hours per week. This unit also involves 10 whole days of supervised professional experience.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

For any curriculum to offer educative value there must be detailed engagement with particular contexts. This unit will enable students to understand both the epistemological and ontological dimensions associate with curriculum work and be able to relate these to the discourse of education. The relation between educational theory and context will be explored through examining a variety of curriculum practices through history, such as for example in Ancient Greece, Freire's Brazil, Dewey's United States and A. S. Neil's England, where the various dimensions of politics, morality, culture and philosophy all inform how educative experiences and programs can be understood. Students will examine why the rationale of any curriculum is central to all educational practice and shall design curriculum to provide specific experiences which can be justified as offering educative value for students and for the global community.

This unit includes 10 days professional experience. During these days the pre-service teacher will:

- undertake an orientation to the school environment.
- design, implement and evaluate their own curriculum innovations.
- teach whole class for at least two lessons a day
- attend meetings, be involved in yard duty, school activities and any opportunities for engagement with the broader school community.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

## ASSESSMENT

Exam, 1200 words, 30%

Assignment: Create, present and justify a particular curriculum program, 2000 words, 50%

### Hurdle Requirement

Professional Experience, 20%

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

## ETP401 – ASSESSMENT: WAYS OF KNOWING LEARNERS

*Offering information: This unit commences in 2015.*

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Dixon*

*Campus contact: M Dixon (B), J Hodgens (G), B Walker-Gibbs (W)*

*Corequisite: Students must be enrolled in course E359*

*Incompatible with: EEP401*

*Contact hours: 3 hours per week. This unit also involves 25 days of supervised professional experience.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The unit will engage students in:

- Design and critique of the range of assessment processes including use of criteria and rubrics within primary schools
  - Critical positioning of assessment tasks in local curriculum contexts.
  - Pedagogical readings of assessment applications in schools
  - Analysis of student responses to assessment tasks
  - Analysis of data generated from national and international assessment protocols
- This unit includes 25 days professional experience.

During these days the pre-service teacher will:

- undertake an orientation to the school environment.
- plan, incorporate and evaluate assessment principles in their pedagogical and curriculum practices.
- teach whole class for at least two lessons a day leading to teaching at least 3 whole days
- attend meetings including a School Council meeting, be involved in yard duty, school activities and any opportunities for engagement with the broader school community.
- attend and participate in parent/teacher (/student) interviews.
- keep a journal (electronic and/or hardcopy) in which evidence of their planning, observations, collected documents, participation in school activities and reflections are kept. Pre-service teachers will be expected to share their journal with their supervising teachers and appropriate University teaching staff.

## ASSESSMENT

Assessment; Reading the Data, 800 words, 20%

Assessment: Knowing the Learner, 1200 words, 30%

Hurdle Requirement  
Professional Experience, 50%

This component is assessed primarily by the supervising classroom teacher in consultations with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress.

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## ETP402 – UNIVERSITY-TO-WORK TRANSITION

*Offering information: This unit commences in 2015.*

*Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Vongalis-Macrow*

*Campus contact: A Vongalis-Macrow (B), S Rawolle (G), TBA (W)*

*Corequisite: Students must be enrolled in course E359.*

*Incompatible with: EEP402, EEP403*

*Contact hours: 3 days intensive X 5 hours = 15 hours intensive*

*Online contribution = 15 hours*

*On campus = 6 hours*

*This unit also involves 20 days of supervised professional experience.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This capstone unit is designed to provide students with a very concrete sense of the course progression. The students will undertake a review of their undergraduate studies and present their learning to the cohort in small groups. The capstone provides an opportunity for students to explicitly demonstrate what they have learned throughout their degree. They will produce a critical reflection on practice drawing on the theoretical and practical knowledge. The content prepares them for the transition to the workplace and the profession. The capstone requires students to research and prepare an article for submission to a professional journal on a topic relevant to emerging professionals as they make the transition to work and further engagement in/with the profession. This unit will be taught in mixed mode inclusive of three intensive days, online and on campus.

This unit includes 20 days professional experience. During these days the pre-service teacher will:

- plan a unit of work/whole class program using an appropriate format for extended planning as discussed with supervising teachers

- teach whole class for at least two lessons a day leading to full control for at least 10 days straight
- become fully involved in the life and operations of the school, as per a beginning teacher
- attend and participate in parent/teacher (/student) interviews

The purpose of the 15 day block is to demonstrate the ability to teach for a sustained period of time and consolidate teaching skills. The Deakin ATA should be undertaken during this period. At the conclusion of this placement, the supervising teacher in conjunction with the University teaching staff will be asked to complete the report and indicate whether the pre-service teacher is 'Ready to Teach'.

### ASSESSMENT

Review of Past Learning, Oral Presentation 15 Minutes, 10%

Evidence Based Report, 600 words, 15%

Journal Contribution, 1400 words, 35%

Hurdle Requirements

Online Contribution, 10%

Professional Experience, 30%

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## EXC425 – LITERACY AND NUMERACY ACROSS THE CURRICULUM

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E377 and D351 only)*

*Unit chair: E Loong*

*Contact hours: 3 contact hours per week*

### CONTENT

This unit includes:

- The nature of numeracy and the extent to which it encompasses not only mathematical concepts and skills (e.g. numerical, spatial, graphical, statistical and algebraic), but also mathematical thinking, general thinking skills, problem solving strategies and a deep understanding of the context within which these concepts and skills are to be applied.
- Language and literacy as social constructs. Theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; and second language learning and the second language learner.
- Critical evaluation of teaching, learning and assessment materials from a literacy and numeracy perspective, including an examination of the

language of texts and genres across different curriculum areas.

- The development of teaching strategies to discern and respond to the inherent literacy and numeracy demands and opportunities across the curriculum.
- The numeracy and literacy demands on teachers in their professional lives in areas such as planning, timetabling, assessment and reporting.
- Developing a whole school approach to literacy and numeracy.

### ASSESSMENT

A group presentation based on an analysis of interviews with people in the workplace regarding the literacy and numeracy demands in their working lives (40%).

A written assignment based on an analysis of the literacy and numeracy demands of a unit of work, together with reflection on appropriate teaching strategies to support student learning (60%).

Assessment will total the equivalent of 4000 words.

- how to use this knowledge to critique current educational policies and frameworks that shape education for diverse student groups.

### ASSESSMENT

There are two assessment tasks for this unit [Each 50%], the second task consists of two parts which total to 50% of the mark.

Task 1 – A research report that focuses on a selected area/category of ‘difference’ and makes links between current theories with regard to individual student learning and classroom practice. (2000 words)

Task 2A – Team Teaching Activity – a thirty minute presentation in groups of 3-5 based on research reports; AND

Task 2B – An individually written critical assessment of the teaching activity of another team.

## EXC440 – TEACHING FOR DIVERSITY

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: For students enrolled in D344 from 2005; D351 from 2007 and currently enrolled D347 students only.*

*Unit chair: A Allard*

### CONTENT

This unit extends knowledge of the individual learner, introduced in Education Studies units, in particular, ‘Understanding the Learner’. Teaching for diversity is a professional imperative and the responsibility of all teachers. The aim of this unit is to ensure that teacher education students develop understandings of and expertise in working with diverse student cohorts. It will develop their competency in designing appropriate pedagogies and curricula that attend to difference and will familiarise students with current policy initiatives and frameworks. Specifically, the unit develops students’ understandings of:

- the complex and multiple ways in which cultural, class and gender differences are enacted in the secondary classroom
- the broad role and ethical responsibilities that educators have to teach for diversity
- how curriculum, pedagogies and assessment tasks can address the differences among groups of students productively
- how to develop teaching practices, adapt curricula and design assessment strategies that address the needs of all learners, with special attention to catering for mixed ability classes

## EXC530 – PROMOTING STUDENT WELLBEING

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in E455 prior to 2007; in D344 from 2005; in D389 from 2005; and currently enrolled D347 students only)*

*Unit chair: D Ollis*

*Campus contact: D Ollis (B), L Harrison (G)*

*Incompatible with: EEH530*

*Contact hours: 1 hour lecture and 1 x 2 hour tutorial (G), 1 x 2 hour lecture and 2 x 4 hour workshops (B)*

### CONTENT

Student wellbeing has increasingly become a central focus for schools, and currently policy frameworks state that student wellbeing is a responsibility of every classroom teacher. This unit aims to provide students with an understanding of young people and their wellbeing, contemporary policy contexts, as well as skills in developing supportive classroom strategies and practices. On completion of the unit students should be able to:

- understand a range of contemporary theoretical perspectives that inform understandings of young people and their health and wellbeing issues/needs
- understand the complex and multiple factors that contribute to young people’s health and wellbeing status
- understand the broad role that schools play in young people’s lives

- understand the role that schools can have in promoting and enhancing the health and wellbeing of young people
- understand contemporary frameworks that shape current school based interventions and practices in the field of adolescent health and wellbeing
- understand their role as a classroom teacher in the promotion of wellbeing
- develop and implement strategies at the classroom level that contribute to the promotion of wellbeing
- develop helping skills and networking/referral skills
- critically engage with the broad area of adolescent health promotion

### ASSESSMENT

#### Task 1:

A written assignment that reviews a selected area of adolescent health and wellbeing issue, as well as a review of relevant school based intervention literature (50%).

#### Task 2:

A group presentation based on assignment and school experience (50%).

Assessment will total 4000 words or equivalent.

### PRESCRIBED TEXTS

Promoting Student Wellbeing. Reader (2004), Deakin University, Geelong VIC

- Critical evaluation of teaching, learning and assessment materials from a literacy and numeracy perspective, including an examination of the language of texts and genres across different curriculum areas.
- The development of teaching strategies to discern and respond to the inherent literacy and numeracy demands and opportunities across the curriculum.
- The numeracy and literacy demands on teachers in their professional lives in areas such as planning, timetabling, assessment and reporting.
- Developing a whole school approach to literacy and numeracy.

### ASSESSMENT

A group presentation based on an analysis of interviews with people in the workplace regarding the literacy and numeracy demands in their working lives (40%).

A written assignment based on an analysis of the literacy and numeracy demands of a unit of work, together with reflection on appropriate teaching strategies to support student learning (60%).

Assessment will total the equivalent of 4000 words.

## EXC725 – LITERACY AND NUMERACY ACROSS THE CURRICULUM

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E650 and E760 only)*

*Unit chair: E Loong*

*Contact hours: 3 hours per week or equivalent*

### CONTENT

Topics to be addressed in this unit include:

- The nature of numeracy and the extent to which it encompasses not only mathematical concepts and skills (e.g. numerical, spatial, graphical, statistical and algebraic), but also mathematical thinking, general thinking skills, problem solving strategies and a deep understanding of the context within which these concepts and skills are to be applied.
- Language and literacy as social constructs. Theories of reading and writing processes; oral language and its importance in learning; teacher talk and its role in student learning; and second language learning and the second language learner.

## EXC735 – TEACHERS AND YOUTH LITERACY AND NUMERACY ENGAGEMENT

*Offered at: (G W-EXP, B W-EXP)*

*Credit point(s): 1*

*Offerings: Trimester 2 (G W-EXP) E690 students only; Trimester 3 (B W-EXP) E760 students only*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E690 and E760 only)*

*Unit chair: B Humphrey*

*Contact hours: 36 hours intensive workshops*

### CONTENT

Topics to be addressed in this unit include:

- Vocational learning curriculum designs and frameworks available in the post-compulsory sector:
  - Victorian Certificate of Applied Learning (VCAL), Literacy and Numeracy Skills Strand
  - Certificates of General Education for Adults
- Understanding the learner with literacy/numeracy skills development needs:
  - factors that contribute to low literacy and numeracy levels in adolescents and young adults;
  - strategies to support students with under-developed literacy and numeracy skills;
  - integrating youth literacy and numeracy enhancement programs into vocational learning courses.



- A frame of reference for teachers to meet their own literacy, numeracy and technology learning needs for the teaching workplace.

### ASSESSMENT

Literacy and Numeracy Folio 40%

Part 1: Folio Development-Develop a personal folio of work based on the VCAL Literacy and Numeracy assessment criteria

Part 2: Analysis of Teaching Competence – Analyse your own competence in relation to teaching within the VCAL Literacy and Numeracy strand and prepare an ongoing self-education plan. 1500 – 2000 words

Literacy and Numeracy Analysis and Research 60 %

Part 1: Analysis – Analyse the literacy and/or numeracy components in selected units of work from your specialist teaching areas

Part 2: One of the following: Research Option: Undertake a research project exploring a range of issues associated with literacy and numeracy skills in young people OR Resource Production Option: Produce a resource which will be of value in supporting literacy and/or numeracy development among young people. 2000 – 2500 words

### PRESCRIBED TEXTS

Victorian Qualifications Authority 2003, Victorian Certificate of Applied Learning Curriculum Planning Guide: VCAL Literacy and Numeracy Skills Strand, Victorian Qualifications Authority, Victoria. Burnett, BM, Tait, GW, Meadmore, DA 2004, New Questions For Contemporary Teachers, Pearson Education, Frenchs Forest, Australia. Marsh, C 2008, Becoming a Teacher, 4th edn, Pearson Education, Frenchs Forest, Australia.

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## EXE101 – UNDERSTANDING CHILDREN AND ADOLESCENTS

*Offering information: This unit has been replaced with unit EPP101*

*Offered at: (B)*

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## EXE201 – CREATING EFFECTIVE LEARNING ENVIRONMENTS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in courses E377, E359, D344, D347 and D389 only – students*

*commencing 2007 or later should take unit EEE201 or EEE307 (for E359 students))*

*Unit chair: S Rawolle*

*Incompatible with: EXE405, EEE201, EEE307, EEE405*

*Contact hours: 3 hours of lecture and/or tutorial and/or workshop per week*

### CONTENT

This unit addresses the knowledge and competencies required by teachers to plan, create and implement safe, inclusive, supportive, engaging and challenging learning environments. The unit also addresses the development of effective teacher listening and communication skills appropriate to the primary and secondary school settings.

By integrating with the practicum experience, EXE201 provides a broader understanding of theory and practice.

### ASSESSMENT

Three assessment tasks:

Task 1: Team development of a school learning & teaching policy (40%).

Task 2: Development of either a sequence of lessons or a strategy designed to create effective learning environments (30%).

Task 3: Individual reflective response in relation to the student's professional learning (30%).

All tasks criterion referenced with a combination of tutor and peer assessment.

Total of 4000 words or equivalent.

### PRESCRIBED TEXTS

Melbourne Burwood Campus enrolled students only: Cope, B. 2007, How To Plan For Behaviour Management And Classroom Management 2nd edn, Pearson, French's Forest, NSW, Australia.

### RECOMMENDED TEXTS

Groundwater-Smith, S., Ewing, R., & Le Cornu, R. 2007. Teaching. Challenges & Dilemmas. Thomson, Melbourne  
Marsh, C. 2004, Becoming a Teacher (3rd edn) Pearson, Frenchs Forrest, NSW.

Mackay, J. 2006, Coat of many pockets: managing classroom interactions, ACER Press, Camberwell, Vic

Representative references

Arthur, M., Gordon, C. & Butterfield, N. (2003) Classroom Management: Creating positive learning environments. Thomson, Melbourne.

UNESCO. (2005) Cultural & Linguistic Diversity in Education (at <http://portal.unesco.org/>)

UNESCO. (2006) Education For All (at <http://www.unescobkk.org/index.php?id=95>)

## EXE202 – CURRICULUM, ASSESSMENT AND REPORTING

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: (For continuing students enrolled in courses D344, D347, E359, E377 only or equivalent – students commencing 2007 or later should take unit EEE202 or EEE308 (for E359 students))

Unit chair: J Campbell

Incompatible with: EXE504, EEE202, EEE308, EEE504

Contact hours: 4 hours a week across lecture and tutorial time

### CONTENT

This unit seeks to develop the students' knowledge of the role of curriculum in realising the purposes and possibilities of schooling. This requires a thorough understanding of the processes of curriculum design, development, implementation and evaluation and a critical awareness of the creative role of curriculum in empowering schools to respond to social change. The unit will introduce students to theoretical understandings, major debates and current constructions of curriculum, assessment and reporting in Victoria and other countries. Through a focus on Victoria this unit will equip students to develop understanding about curriculum in schools, assessment practices and reporting procedures. This unit provides opportunities to focus on curriculum and schools across global and local contexts.

### ASSESSMENT

Assignment 1:  
Reflective Report. Students are to articulate their reflective responses to the readings and unit materials. (1000 words – 25%)

Assignment 2:  
Seminar Presentation. Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning. (1000 words – 25%)

Assignment 3:  
School Analysis. Students will collect, collate and analyse information from their teaching round to contribute to their understanding of curriculum, assessment and reporting practice in schools. (2000 words – 50%)

## EXE401 – PROFESSIONAL RELATIONSHIPS

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (For continuing students enrolled in courses D344, D347, E359, E377 only or equivalent – students commencing 2007 or later should take unit EEE401)

Unit chair: A Marshall

Incompatible with: EEE401, EEE505, EXE505

### CONTENT

This unit seeks to deepen understanding of the teaching task through the study of professional relationships within the school and the place of schools in the wider social, economic and political context. The key concept is professionalism as both individual and collegial practice. The unit is concerned with respecting and valuing difference and issues of social justice. The factors influencing the changing nature of teaching as a profession are surveyed. The focus is on the collegial and ethical responsibilities of being a professional educator and lifelong learner in rapidly changing environments. The unit will include development of understanding of self as a professional and of what professionalism means in practice; the use of case studies to explore ethical practice, collegiality, inclusivity and social justice; planning in a collegial, whole school community and system context; the relationship of professional practice and school level policies to forms of governance, system policies and wider social and economic policies; and interpersonal, and professional communication skills.

### ASSESSMENT

General background: Entry into the teaching profession in Victoria requires registration with the AITSL (Australian Institute of Teaching and School Leadership) of which the Victorian Institute of Teaching (VIT) is a jurisdictional sector. AITSL has established a set of seven Standards for Graduating Teachers that reflect the set of eight Standards for Graduating Teachers previously established by VIT. In both, the Standards fall within three broad themes (namely Professional Knowledge, Professional Practice and Professional Engagement) that seek to describe what a beginning teacher should know and be able to do upon graduation. We will be focusing on the VIT Standards as these will to the best of our knowledge be the ones in which Victorian Schools are more likely to retain focus on for 2012. Your ability to demonstrate and provide evidence of meeting these standards forms a critical basis upon which to draw when responding to key selection criteria for teaching or related positions and responding to questions in the interview situation.

The assessment items for EEE401/EXE401 ask you to demonstrate and provide evidence of your development toward fulfilling the Standards within

the Professional Knowledge, Professional Practice and Professional Engagement themes. As you undertake the assessment items you will be both clarifying and developing your understanding of the standards within the themes as well as how they are intimately related. Through the gathering and presentation of your evidence of enactment of your plans you will build items that will form the basis of an interview portfolio which will be a task EEE/EXE402.

#### Task 1

Conduct and provide evidence of having undertaken a reflective audit of your attributes in relation all eight VIT Standards. In consultation with your mentor identify two attributes for development over the trimester and formulate a plan of action to bring that development about. Identify the evidence you will collect to verify you have undertaken your plans and the development you seek. A compulsory part of this task is to consult with your mentor on your audit, on the attributes you are to develop and on your plan of action. 30% equivalent to 1200 words

#### Task 2

Part A – Develop an electronic presentation that: „X could be incorporated into your professional portfolio „X demonstrates your developed practices in relation to the two attributes „X identified in Task 1. „X includes evidence (proof) of the enactment of your plan for both attributes „X identifies the specific development made in your practice „X provides evidence (proof) of these practices. A second compulsory aspect of this task is to undertake and provide evidence of interaction, consultation and reflection on your development with your supervising teacher and/or other professionals. 45% equivalent to 1800 words

Part B – Provide a short reflective description, with supporting evidence, of your professional engagement with the unit both within and outside of University. This should include reflections on your participation and contribution to: „X teams in all settings „X a range of activities such as „X mentor groups „X meetings „X seminars „X PD activities „X school camps „X in school and after school events „X the development of professional relationships through consultation with professionals. 25% equivalent to 1000 words

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## EXE402 – TRANSITION TO BEGINNING TEACHING

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in courses D344, D347, E359, E377 only or equivalent – students commencing 2007 or later should take unit EEE402)*

*Unit chair: A Marshall*

*Incompatible with: EXE505, EEE402, EEE505*

### CONTENT

This unit focuses on the transition from being a student teacher-in-preparation to being a beginning teacher. One aim of the unit is to consolidate the links between theory and practice emphasised in all units of the Education Major. Another aim is to ensure that graduating students have the knowledge to take their place on the staff in a school. A third aim is to ensure that students are conceptually prepared to recognise schools as institutions and communities of learners and are able to negotiate confidently within them as beginning teachers. The unit attends to the notion of teachers as reflective practitioners and practitioner researchers who undertake ongoing enquiry while they deal with the everyday practice of teaching. A part of this unit is spent in schools. The unit will be organised around themes of essential professional knowledge and legal requirements; schools as institutional work sites; the design and conduct of practitioner research tasks; developing skills and mentor relationships that assist survival in school environments; and the opportunity for professional practice.

### ASSESSMENT

Two assessments: 50% each (2000 words each or equivalent)

Task 1: Undertake a research task that can inform school policy and practice.

Task 2: Critical analysis of preparedness to enter the teaching profession.

(Total 4000 words or equivalent)

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## EXE504 – CURRICULUM, ASSESSMENT AND REPORTING

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), Trimester 2 (G)*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in courses E365, E455 only or equivalent – students commencing 2007 or later should take unit EEE504)*

*Unit chair: S Webster*

*Campus contact: S Webster (B), L Harrison (G), M Kavanagh (X)*

*Incompatible with: EXE202, EEE202, EEE308, EEE504*

*Contact hours: 1 hour lecture and 3 hours tutorial*

**CONTENT**

This unit seeks to develop the students' knowledge of the role of curriculum in realising the purposes and possibilities of schooling. This requires a thorough understanding of the processes of curriculum design, development, implementation and evaluation and a critical awareness of the creative role of curriculum in empowering schools to respond to social change. The unit will introduce students to theoretical understandings, major debates and current constructions of curriculum, assessment and reporting in Victoria and other countries. Through a focus on Victoria this unit will equip students to develop understandings about curriculum in schools, assessment practices and reporting procedures. The unit provides opportunities to focus on curriculum and schools across global and local contexts.

**ASSESSMENT****Assignment 1:**

Reflective Report. Students are to articulate their reflective responses to the readings and unit materials. (1000 words – 25%)

**Assignment 2:**

Seminar Presentation. Students will work in small groups (4 members) to present a 20 minute presentation on Assessment for Learning. (1000 words – 25%)

**Assignment 3:**

School Analysis. Students will collect, collate and analyse information from their teaching round to contribute to their understanding of curriculum, assessment and reporting practice in schools. (2000 words – 50%)

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## EXE505 – BECOMING A PROFESSIONAL EDUCATOR

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in courses E365, E455 only or equivalent – students commencing 2007 or later should take unit EEE505)*

*Unit chair: A Vongalis-Macrow*

*Incompatible with: EXE401, EEE401, EXE402, EEE402, EEE505*

*Contact hours: 1 hour lecture, 2 hours of tutorials per week*

**CONTENT**

This unit is the final of four in the Education Studies Major sequence, and aims to help students develop the skills and understandings needed to be a

member of the profession. It has three parts. One will address professional ethical issues, collegiality, parent partnerships, inclusivity and social justice. In another part, students will learn essential professional knowledge for the beginning teacher. These will include the organisational and record keeping requirements of schools, the legal requirements of teachers, the place of professional teacher organizations, and general useful information about schools as institutional work sites and as elements of systems. The third part, which may be undertaken jointly with other final trimester units, will be a small, reflective-practice research project. This project aims to begin the habit of reflective on-going research into the teaching process for those at the beginning of the journey of life-long professional learning.

**ASSESSMENT**

1. Report and analysis of a school-based investigation. Written assignment (2000 words) (50%)
2. An online assessment task that includes questions concerning the legal obligations of teachers plus an online analysis of the ethical obligations of teachers (equivalent of 2000 words) (50%)

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## EXE702 – BECOMING A TEACHER IN THE 21ST CENTURY: THE PERSONAL, PROFESSIONAL AND POLITICAL CHALLENGES

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For students enrolled in course E690 only)*

*Unit chair: J Angwin*

*Contact hours: This unit is taught off-campus however students will be required to attend short on-campus intensives*

**CONTENT**

Topics to be addressed in this unit include:

- The self as professional
- Professional practices as expressions of culture;
- from an historical perspective
- from a socio-political perspective
- from an intra-profession perspective.
- Theories of teaching and learning and the applicability of these to contemporary youth education
- Pedagogy as relationships
- National and international developments in the education of young people and imperatives in education and training policy and practice for teacher professional change;

- Professional development models and lifelong learning for educators of young people; and
- Reflective practice, personal professional development and institutional change management

## ASSESSMENT

### Assignment 1:

Case Study Students are required to undertake case studies of two young people who are not seen to be 'oriented towards academic learning'.

These case studies should describe:

- the young persons' individual learning preferences and needs
- successful teaching and learning activities that have engaged these young people in more meaningful learning within their studies
- successful assessment strategies that more fairly measured and reported the learning achievements of these young people
- pedagogically-based relationships that supported these young people in their studies

The case studies should include an analysis of the students' learning experiences with reference to:

- how they are learning to become responsible for their own future education, training and employment pathways
- how they are learning the knowledge, skills and values that promote lifelong learning. (2000 words or equivalent) (50%)

### Assignment 2:

Professional Portfolio and Professional Development Plan At the end of this unit students will present a professional portfolio. A portfolio in this context is intended to be the kind of resource that you can take with you to an interview to signal to a prospective employer, or a colleague, your strengths, your experiences, your educational ideals and goals; your professionalism.

Included in the professional portfolio will be your professional development plan. You will need to design a professional development plan as a starting point for your own professional lifelong learning that is based realistically on the resources available to teachers within education institutions, their professional networks and local community partnerships. The plan should anticipate and address the broader historical, cultural and political forces that continue to constrain and challenge innovative teachers. It should also include a commentary on the potential of individuals to be change agents within their organisations and on strategies to facilitate this outcome.

(2000 words or equivalent) (50%)

## PRESCRIBED TEXTS

Burnett, B, Meadmore, D & Tait, G (Eds.), 2004, *New Questions for Contemporary Teachers: Taking a Socio-*

*Cultural Approach to Education*, Pearson, Frenchs Forest, NSW. Groundwater-Smith, S, Brennan, M, McFadden, M, & Mitchell, J 2001, *Secondary Schooling in a Changing World*, Sydney, Harcourt.

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## EXE703 – PARTNERSHIP DEVELOPMENT FOR APPLIED AND VOCATIONAL LEARNING PROGRAMS

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For continuing students enrolled in E690 course, and E760 course only)*

*Unit chair: D Blake*

*Incompatible with: EEE723*

## CONTENT

Topics to be addressed in this unit include:

- Youth transitions from education to employment: current situation and future trends in meeting the workforce skills needs of society;
- Contemporary vocational learning programs for young people and the challenges posed for education institutions;
- Secondary school responses to the vocational preparation of young people through VCAL, VCE VET, Work Experience, Structured Workplace Learning, School-based new Apprenticeships, etc;
- Employability and 'employer-ability' skills and attributes;
- Developing and teaching work readiness programs;
- Centrality of applied vocational experiences in contemporary programs.
- Broad local community support mechanisms and the shared responsibility for the vocational preparation of young people;
- Government funded initiatives – Commonwealth, State and Local
- Local networks that facilitate partnership development among providers and with community organisations and employers – LLEN initiative in Victoria
- Dependency on partnerships with employers – role of employer representative organisations
- Partnership building for education providers with industry, and community organisations and agencies – critical factors including relationship developments and the development of protocols;
- Cultural differences between the operations of enterprises in the industry/ business sector and provider organisations in the education and training sector; and

- Organisation and deployment of work experience and work placements in industry for young people.

### ASSESSMENT

Assignment 1:  
Partnership Development Written Report & Resource  
(2000 words or equivalent 50%)

In small groups student teachers will:

- Identify the key institutions and representative organisations in a locality that have a role in the vocational preparation of young people;
- Map the relationships between these local institutions and organisations, education providers, community organisations, and industry and enterprises within a region that support applied and vocational learning programs for young people;
- Develop a resource (using their choice of media – ICTs, Website, print-based and/or visual) for a secondary school detailing the processes involved in building, maintaining and sustaining a successful partnership with these local institutions and organisations from the perspective of a VCAL or VCE VET coordinator in an education institution;
- Identify and examine the critical success factors in the development of a productive school/industry partnership.

Assignment 2:  
Partnership Development Presentation & Evaluation  
(2000 words or equivalent 50%)

In small groups student teachers will:

- Organise a presentation event in the relevant community to launch their partnership-building resource from Task 1;
- Develop an evaluation rubric to be completed by participants at the event in evaluating the presentation and the partnership-building resource;
- Based on feedback provided through the completed evaluation rubrics, and a self-evaluation, write a brief (no more than 2 pages) reflective commentary identifying the strengths of the presentation, areas for improvement, and suggesting strategies for improvement;
- Submit a copy of the presentation materials together with the reflective commentary by the due date.

### PRESCRIBED TEXTS

Groundwater-Smith, S, Brennan, M, McFadden, M & Mitchell, J 2001, Secondary schooling in a changing world, Harcourt, Marrickville, NSW. Burnett, B, Meadmore, D, & Tait, G (Eds.) 2004, New Questions for Contemporary Teachers: Taking a Socio-Cultural Approach to Education, Pearson, French's Forest, NSW

## EXE731 – PROFESSIONAL LEARNING AND DEVELOPMENT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Wells*  
*Contact hours: 3–4 hours per week for on campus students*

### CONTENT

This unit focuses on developing a deeper understanding of professional development, how best to organise it, and the importance of professional development in institutions or agencies. In short, it aims to support individuals in becoming more self-sufficient in managing their own professional development programs.

This generic unit explores a range of models, programs and strategies in professional development for educators and trainers. The unit is highly flexible, with its use of a mix of print and on-line resources that include a range of multi-media case studies. The intention is to advance practitioners' capacities in professional development through reading, critical reflection and proposal writing.

### ASSESSMENT

Assignment 1: (50%)  
A position paper based on a critical review of the perspectives introduced in the study guide and readings associated and an analysis of the unit's five Themes in professional development. You should demonstrate how this compares to your experience of professional experience in your workplace or places.

Assignment 2: (50%)  
Assignment includes an appraisal and analysis of two case studies selected from those provided and a proposal for a professional development program for your own workplace setting drawing that reflect your understanding of the five Themes, set readings and the Case Studies.

## EXE732 – SOCIAL JUSTICE AND DIFFERENCE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Harrison*  
*Incompatible with: EAE746, EEI702*

Contact hours: 3-4 hours per week for on campus students

### CONTENT

Educators are increasingly dealing with questions of difference in terms of their practice, their students and the diverse school communities in which they are situated. However, there are surprisingly few opportunities to reflect on and analyse the effects of these differences on educational practice. This unit engages students in a range of theoretical debates about social justice, difference, and the 'politics of identity'. In particular, it foregrounds theoretical engagements with questions linked to gender, sexuality, social class, race, ethnicity, disability and the intersections between them.

### ASSESSMENT

The assessment comprises of two tasks: an Annotated Bibliography worth 50%; the second task is a Critical Essay worth 50%

education, vocational training, business or industry enterprise. Participants will also have the opportunity to work collaboratively using on-line conferencing and communication facilities.

### ASSESSMENT

Two pieces of assessment, each worth 50% and approximately 3000 words, will be negotiated around the two major focuses of the unit:

- the theoretical underpinnings of exemplary assessment and its application in context;
- a critique of the practice of assessment.

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## EXE733 – ASSESSING LEARNING

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: B Doig  
Incompatible with: EME720, ECV722 and ESS722  
Contact hours: 3-4 hours per week for on campus students

### CONTENT

Assessment is commonly used to measure learning achievements as well as to enhance, guide, and inform both learning and teaching, and motivate the learning process. Critical, but often disregarded, is the context in which assessment is placed. This generic unit examines forms of assessment used in education and training, how these are administered (including technological-supported means of assessment), by whom and for what purposes, and the features of assessment that characterise exemplary practice.

Using resources presented in a variety of media, participants will examine the theory that underpins:

- assessment as measurement;
- assessment as guidance and learning enhancement; and
- the selection of assessment tools and processes that are contextually relevant.

Participants will also be able to develop a position on, and strategies for assessment that is suited to their own needs, whether in formal or community-based

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## EXE734 – NEW TECHNOLOGIES IN EDUCATION AND TRAINING

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: M Wells  
Contact hours: 3-4 hours per week for on campus students  
Note: This unit is delivered in wholly online mode in trimester 1

### CONTENT

New technologies are widely used in schools to support and enhance teaching and learning and often form the focus of curriculum change and educational reform processes. This unit aims to assist students to enhance their professional practice by developing their understandings of issues that impact on the effective use of new technologies in education through a critical examination of the research and professional literature in this area. Topics to be addressed in this unit include an exploration of the barriers and incentives for teachers and trainers to effectively infuse the teaching and learning experience with new technologies and identification of the theoretical, educational, and professional issues that underpin the effective use of new technologies in education and training. In this unit students are immersed in a fully online learning environment which is used to create a personal experience of many of the issues addressed in the unit. All students are required to participate in online discussions.

### ASSESSMENT

Two tasks, each 50%.

Task 1 is an individual task that requires students to develop a personal position paper on the issues associated with the educational use of new technologies. (3000 words, 50%).

Task 2 is a group task that requires students to work collaboratively online to a response to an issue identified through student discussions in the first half of the unit. (3000 words, 50%).

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## EXE735 – EVALUATION: IMPROVEMENT AND ACCOUNTABILITY

*Offered at: (B\*, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*\* Not offered 2012, re-offered 2013*

*EFTSL value: 0.125*  
*Unit chair: L Harrison*  
*Incompatible with: ECR701, ECM702, ECM703, ECR702*

### CONTENT

The unit addresses two dimensions of contemporary evaluations: evaluation for understanding and improvement, and evaluation for monitoring outcomes and accountability. The unit considers the range of evaluation approaches available to educators, trainers, human resource managers and senior administrators with an emphasis on qualitative approaches. Students are introduced to five general forms of evaluation practice for exploration, and are encouraged to apply their developing understanding of these forms of evaluation to their own professional contexts. Students can identify a unit of 'evaluative analysis' which may focus on systems, organisations, staff groups participating in strategic professional development, and/or education and training programs.

### ASSESSMENT

Assignment 1, 50%, 3000 words. Description of a program and justification of evaluation approach. Evaluation Proposal, 50%, 3000 words.

### PRESCRIBED TEXTS

Owen, JM 2006, Program Evaluation: Forms and Approaches, 3rd edn, Allen and Unwin, Sydney, NSW

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## EXE736 – KNOWLEDGE, LEARNING AND LEARNERS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B Doig*  
*Contact hours: 3-4 hours per fortnight for on campus students*

### CONTENT

Students will investigate some traditional and modern approaches to understanding the way people learn in educational institutions, in the workplace, and in everyday activities. Each of the approaches is based on the assumption that knowledge is developed by individuals and groups through social interaction. Participants will be required to engage with a central core of theoretical ideas and then will be asked to relate one of these to an area of their own interest and workplace needs. The unit caters for educators and trainers from across all sectors, as well as some specific school curriculum areas. Access to a computer, and the internet are required to complete this unit.

### ASSESSMENT

The two assignments total 6000 words or equivalent. Creative presentation will be encouraged.

The first assignment will focus on the core material (40%) and the second on an application of one learning theory to a specific learning context (60%).

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## EXE737 – LEADING AND MANAGING LEARNING ORGANISATIONS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (X) or Trimester 2 (B, X)*

*EFTSL value: 0.125*  
*Unit chair: S Rawolle*  
*Campus contact: S Rawolle (B), A Gallant (X)*  
*Incompatible with: ECM702, ECM703*  
*Contact hours: 3-4 hours per week for on campus students*

### CONTENT

This unit deals with key issues around leadership and management of organisational change in the global context. After considering the social, cultural and economic factors currently encouraging organisational change in late modernity, the unit focuses on one response in the form of learning organisations. The unit explores a number of key dimensions to learning organisations through learning network theory, critical theory and feminist theory, and asks questions about ethical and moral leadership. Finally, the unit considers what it means to manage within a learning organisation in terms of managing change, managing people and managing accountability. A number of issues and dilemmas will be addressed, dilemmas that focus on competing demands for cooperation and competition,



from clients and stakeholders, between equity and efficiency and between personal and corporate goals.

### ASSESSMENT

Based on two essays of 3000 words, each worth 50% of final assessment.

The first assignment requires you to consider your own organisation from the perspective of theories of learning organisation. You will be asked to provide evidence that you have a critical understanding of the particular theoretical perspectives and application of a theoretical framework to inform your analysis. The second assignment can be a case study of how you deal with a dilemma in the management of change in an organisation, or how you would go about implementing a particular change. You should call upon particular theories of educational change in terms of their application in your case study.

### PRE-READING

Select according to interests: Blackmore, J. (1999) *Troubling Women, Feminism, Leadership and Educational Change* Open University Press  
Casey, C. (1995) *Work, Self and Society : After industrialism* Routledge, New York  
Day, C. Harris, A., Hadfield., M., Tolley, H. and Beresford, J. (2000) *Leading Schools in Times of Change* Open University Press  
Edwards, R. (1997) *Changing Places. Flexibility, Life Long Learning and a learning society* Routledge  
Halsey, A., Lauder. H. Brown, P and Stuart Wells, A. (eds) (1997) *Education. Culture. Economy and Society.* Oxford University Press.  
Kearns, P. & Papadopoulos, G. (2000) *Building a learning and training culture: The experience of five OECD countries*, Adelaide: NCVER.  
Ramsden. P. (1998) *Learning to Lead in Higher Education*, Routledge, London  
Retallick, J. , Cocklin, J. & Coombe, K. (Eds) *Learning Communities in Education*, Routledge, Sinclair, A. (1998) *Doing Leadership Differently*. Melbourne University Press

## EXE738 – POLICY STUDIES IN GLOBAL AND LOCAL CONTEXTS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Vongalis-Macrow*  
*Contact hours: 3-4 hours per week for on campus students*

### CONTENT

Increasingly governments use policy to steer education and training towards national interests. At the same time, however, globalisation pressures governments to respond in ways determined beyond national interests. This leads to significant local/global tensions. This unit

addresses both the wider issues of cultural difference in the context of globalisation and the internationalisation of education as well as policy issues arising from and relevant to local practices, interests and values.

The focus is on theoretical and critical perspectives towards policy, in particular the new policy sociology, and requires students to reflect on practice, theory, and current public sector and educational policy environments. Students have a range of options – to consider issues of doing policy work in their own workplaces, to develop policies that focus on a relevant public sector educational or training issue with some practical outcomes in mind, to consider policy scenarios. Or students can undertake a cross cultural analysis of policies. All assignments require considerations of the equity implications of policy work.

### ASSESSMENT

The assessment comprises of two assignments, both essays (50% and 3000 words each), with possible negotiation on the nature of the second assignment to meet specific circumstances.

These assignments should indicate that the student understands the derivations and theoretical concepts of the new policy sociology, and that the student can undertake a critical analysis of policy. The second assignment focuses more on applying these understandings in a particular context, and the issues arising in the process of policy production. This requires some clear notions of the process of policy implementation.

### PRESCRIBED TEXTS

Taylor, S, Rizvi, F, Lingard, B and Henry, M. (1997) *Educational Policy and the Politics of Change* Routledge, London

### PRE-READING

Select according to interests:  
Blackmore, J. and Lauder, H. (2004) *Doing Policy Research* In B. Somekh and C. Lewin (eds) *Research Methods in the Social Sciences* Sage  
Ferrier, F. and Anderson, D. (eds) *Different drums, One beat – Economic and social goals in education and training*. NCVER  
Halsey, A. Lauder, H. Brown, P. and Stuart Wells, A. (eds) (1997) *Education. Culture. Economy and Society.* Oxford University Press, Oxford.  
Hancock, L. (1999) *Women, the State and Public Policy* Macmillan, Melbourne  
Held, D. Mc Grew, A. Goldblatt, D and Perraton. J. (1999) *Global Transformations* Polity Press  
Held, D. and Mc Grew, A. (eds) (2001) *The Global Transformations Reader* Polity Press  
Henry, M. et al (2001) *OECD, Globalisation and Internationalisation* Allen and Unwin.  
Heward, C. and Bunwaree, S.(1999) *Gender, Education and Development* Zed Books  
Michael, E. 2006 *Public Policy The Competitive Framework* Oxford University Press

Lingard, B. Rawolle, S. and Taylor, S. (2005) Globalising policy sociology in education: working with Bourdieu *Journal of Education Policy* 20(6) pp. 759-77

Ozga, J. (2000) *Policy Research in Educational Settings. A contested terrain.* Open University Press.

Salisbury, J. and Riddell, S. (eds)(2000) *Gender, Policy and Educational Change Shifting Agendas in the UK and Europe.* Routledge

Troyna. B. and Halpin. B.(1996) *Researching Policy* Falmer Press

Yeaman, A. (ed)(1998)*Activism and the Policy Process* Allen and Unwin

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## EXE739 – INTERNATIONALISING THE CURRICULUM

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Arber*  
*Contact hours: 3-4 hours per week for on campus students*

### CONTENT

This unit deals with the proposition that all teachers are working within diverse and increasingly internationalised and globalised contexts worldwide. It begins with a theoretical and practical discussion of the implications of internationalisation and globalisation on education and pedagogy and curriculum. It looks at the impact these changes have had on crucial notions, particularly language culture, identity and difference and the implications of this for teaching and learning. Finally, the unit investigates the ways that we as educators might work within the different contexts in which we are concerned to provide viable and far thinking curricula for students in internationalising educational contexts in Australia and overseas.

### ASSESSMENT

**Essay:** that explores the theoretical and practical implications of globalisation and internationalisation on educational contexts and its consequences for curriculum design in local/global educational contexts (2500 words, 50%)

**Negotiated task:** that investigates the implications of internationalisation, cultural and language diversity in an educational context in Australia or overseas and makes suggestions for appropriate curriculum design (2500 words, 50%)

## EXE740 – INDEPENDENT READING STUDY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G Chittleborough*  
*Prerequisite: Entry into this unit is subject to the student negotiating a topic and making contact with the Unit Chair for permission to enter the unit.*  
*Contact hours: 3–4 hours per week for on campus students*

### CONTENT

The Independent Reading Study/Project is a guided independent study in which students can undertake a negotiated literature review or project in consultation with a supervisor. The unit is designed to provide students with flexibility in constructing their Masters course, enabling them to focus on an area of education and/or training which they regard as directly related to their own interests. It may involve engaging in a reading study or independent project focusing on issues arising from students' course work and professional interests, or it may (if taken in the latter stages of your Masters course) relate closely to students' intended research paper topic. Details concerning reading materials, project implementation and assessment are to be negotiated with a nominated supervisor who is appointed by the Unit Chair in consultation with the student.

### ASSESSMENT

Literature review or independent project on a topic negotiated with your supervisor (5000-6000 words).

### RECOMMENDED TEXTS

To be negotiated with your supervisor.

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## EXP201 – PRIMARY SCHOOL EXPERIENCE 2A

*Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: [artsedstudentsupport@deakin.edu.au](mailto:artsedstudentsupport@deakin.edu.au)*

*Offered at: (B, G, W)*  
*Credit point(s): 0*  
*Offerings: Trimester 1*

*EFTSL value: 0.000*  
*School experience: B-10 days*  
*G/W-10 day block*  
*Unit chair: A Marshall*

## EXP202 – PRIMARY SCHOOL EXPERIENCE 2B

Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: [artsedstudentsupport@deakin.edu.au](mailto:artsedstudentsupport@deakin.edu.au)

Offered at: (B,G,W)  
Credit point(s): 0  
Offerings: Trimester 2

EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B-10 days  
G/W-10 day block  
Unit chair: A Marshall

## EXP301 – PRIMARY SCHOOL EXPERIENCE 3A

Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: [artsedstudentsupport@deakin.edu.au](mailto:artsedstudentsupport@deakin.edu.au)

Offered at: (B, G, W)  
Credit point(s): 0  
Offerings: Trimester 1

EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B-10 days  
G/W-10 day block  
Bachelor of Teaching (Primary) – continuing students only  
B/G-10 days  
Unit chair: A Marshall

## EXP302 – PRIMARY SCHOOL EXPERIENCE 3B

Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: [artsedstudentsupport@deakin.edu.au](mailto:artsedstudentsupport@deakin.edu.au)

Offered at: (B, G, W)  
Credit point(s): 0  
Offerings: Trimester 2

EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B-10 days  
G/W-10 day block  
Bachelor of Teaching (Primary) – continuing students only  
B/G-10 days  
Unit chair: A Marshall

## EXP401 – PRIMARY SCHOOL EXPERIENCE 4A

Offered at: (B, G, W)  
Credit point(s): 0  
Offerings: Trimester 1

EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B/W-10 days  
G-15 day block  
Bachelor of Teaching (Primary) – continuing students only  
B-10 days  
G-15 day block  
Unit chair: A Marshall

## EXP402 – PRIMARY SCHOOL EXPERIENCE 4B

Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: [artsedstudentsupport@deakin.edu.au](mailto:artsedstudentsupport@deakin.edu.au)

Offered at: (B, G, W)  
Credit point(s): 0  
Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B/W-15 day block  
G-10 day block  
Bachelor of Teaching (Primary) – continuing students only  
Unit chair: A Marshall

## EXP403 – PRIMARY SCHOOL EXPERIENCE 4C

*Offering information: To enrol in this unit, students need to contact the Student Support Office, Email: artsedstudentsupport@deakin.edu.au*

*Offered at: (B, G, W)  
Credit point(s): 0  
Offerings: Trimester 2*

*EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B-15 day block  
G/W-15 day block  
Bachelor of Teaching (Primary) – continuing students only  
B-15 day block  
G-15 day block  
Unit chair: A Marshall*

## EXP501 – PRIMARY SCHOOL EXPERIENCE 5A

*Offered at: (B, G, X)  
Credit point(s): 0  
Offerings: Trimester 1*

*EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B/G-15 day block  
X-25 day block with minimum 3 days per week  
Unit chair: A Marshall*

## EXP502 – PRIMARY SCHOOL EXPERIENCE 5B

*Offered at: (B, G, X)  
Credit point(s): 0  
Offerings: Trimester 2*

*EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: B/G-15 day block  
X-20 day block with minimum 3 days per week  
Unit chair: A Marshall*

## EXP503 – PRIMARY SCHOOL EXPERIENCE 5C

*Offered at: (B, G)  
Credit point(s): 0  
Offerings: Trimester 2*

*EFTSL value: 0.000  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
School experience: 15 day block  
Unit chair: A Marshall*

## EXR481 – EDUCATION RESEARCH METHODOLOGY

*Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Students must be enrolled in E421 course.  
Unit chair: B Yim  
Corequisite: EXR491  
Incompatible with: EXR480, EXR780  
Contact hours: Equivalent of 3 hours per week*

*Note: This unit requires online access and students will be required to access several library modules designed to support this unit.*

### CONTENT

This unit introduces students to a selection of research methodologies and examines the theoretical frameworks that position different approaches to education research. Students investigate the key tasks and decisions involved in developing sound research proposals and investigate how these activities are themselves shaped by the broader concept of research methodology. The unit introduces different methods of data collection and analysis and examines how these processes are related to research questions and methodological coherence. Students are asked to think critically about their own research problems and how these may be investigated most suitably by drawing on a particular research methodology. Students are introduced to research ethics, examples of ethical issues frequently experienced in education research.

### ASSESSMENT

Reflective essay 50% (2000 words)  
Methodological positioning and methods 50% (2000 words)

**PRESCRIBED TEXTS**

Bell, J. (2010). *Doing your Research Project: A Guide for First-time Researchers in Education, Health and Social Science* (5th ed.). New York: Open University Press.

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## EXR490 – RESEARCH DESIGN AND DEVELOPMENT

*Offering information: Final Trimester of offer Trimester 1 2012. From Trimester 1 2013 select EXR491.*

*Offered at: (B,ONL-X) (G,ONL-X) (W,ONL-X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: B Yim*

*Corequisite: EXR481*

*Note: This unit prepares students for writing an Honours research paper or minor thesis in course E421.*

*On-line access for communication with the supervisor is highly recommended.*

**CONTENT**

This unit is designed to assist participants to develop more detailed knowledge and understanding of the specific research approach(es) that may be appropriate to the inquiries they intend to pursue in their Honours research. In this unit students will have a supervisor appointed, work with the supervisor to develop a research proposal, enhance their ability to plan and conduct research in a specific methodological framework, explore current literature relating to their proposed research topic, and (if necessary) prepare an application for human research ethics approval.

**ASSESSMENT**

The number, nature and value of tasks are to be negotiated individually with the supervisor. The most common pattern of assessment tasks is a draft research proposal (2000 words) (40%), extension of research proposal (2000 words) (60%), and ethics application where needed.

Assessment will total 4000 words or equivalent.

## EXR491 – DESIGNING AND DEVELOPING A RESEARCH PROJECT

*Offering information: This unit commences Trimester 1 2013. Students to select EXR490 in Trimester 1 2012.*

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Students must be enrolled in E421 course.*

*Unit chair: B Yim*

*Corequisite: EXR481*

*Incompatible with: EXR490, EXR790*

*Contact hours: Equivalent of 3 hours per week*

*Note: Progression into EXR498 is subject to the student achieving a minimum of 70% in this unit.*

**CONTENT**

This unit develops students' understanding of the tasks and key decisions involved in sound research design. It is the second in a two unit sequence which will prepare students to undertake the minor thesis (EXR498/EXR499) component of their Honours course.

Education Research Proposal builds on students' understanding of research to develop a detailed and well-argued research proposal. If necessary, students will also be expected to apply for ethics approval to conduct the research. Students work with supervisors to refine and analyse their research question and construct an individual study program to support the development of their proposal. The study program will draw from a range of library-based modules on the major components of a research project including:

- the literature review
- research methodology and theoretical framework
- research methods
- research integrity and ethics

The individual study program will allow students to develop a research proposal informed by current education research theory and practice to address their research question.

**ASSESSMENT**

Literature review 40% (1600 words)

Research proposal 60% (2400 words)

**PRESCRIBED TEXTS**

Bell, J. (2010). *Doing your Research Project: A Guide for First-time Researchers in Education, Health and Social Science* (5th ed.). New York: Open University Press.

## EXR498 – MINOR THESIS PART A

*Offered at: (Online)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: B Yim*  
*Prerequisite: EXR490 (may be completed within the same trimester)*

*Note: On successful completion of EXR499 Minor Thesis Part B students will be awarded 4 credit points.*

### CONTENT

There is no prepared content in this unit. It is a research unit in which each student, in consultation with an appointed supervisor, carries out research to develop new knowledge. From time to time, supervisors will assist students to seek appropriate readings to support their research. Supervisors are appointed by the Honours coordinator in consultation with the student and the Chair of EXR491 Education Research Proposal. Honours seminars will bring groups of students and staff together to share resources, discuss methods and progress, and to explore research data.

### ASSESSMENT

See EXR499

## EXR499 – MINOR THESIS PART B

*Offered at: (Online)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Unit chair: B Yim*  
*Prerequisite: EXR498 (may be completed within the same trimester)*

*Note: On successful completion of EXR499 Minor Thesis Part B students will be awarded 4 credit points for Part A and Part B.*

### CONTENT

See EXR498

### ASSESSMENT

Assessment for the overall Minor Thesis comprising both EXR498 and EXR499 is a report of approximately 15000 to 20000 words (100%), applicable at completion of EXR499 Minor Thesis Part B. Minor theses will normally be assessed by two examiners.

These examiners will normally be appointed from amongst School of Education academic staff, excluding the supervisor. The relevant Honours coordinator will appoint the examiners upon advice from the supervisor. Through the supervisor, students may request that a particular examiner not be appointed, to ensure that an appropriate examiner is appointed.

## EXR781 – EDUCATION RESEARCH METHODOLOGY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, X), trimester 2 (X)*

*EFTSL value: 0.125*  
*Unit chair: L Harrison*  
*Campus contact: J Moss (B), L Harrison (X)*  
*Prerequisite: Entry requires a WAM of 70% or higher. Exceptions to this prerequisite must be approved by the Unit Chair.*  
*Incompatible with: EXR780*  
*Contact hours: Equivalent to 3 hours per week*

*Note: This unit requires online access and students will be required to access several library modules designed to support this unit.*

### CONTENT

This unit introduces students to a selection of research methodologies and examines the theoretical frameworks that position different approaches to education research. Students investigate the key tasks and decisions involved in developing sound research proposals and investigate how these activities are themselves shaped by the broader concept of research methodology. The unit introduces different methods of data collection and analysis and examines how these processes are related to research questions and methodological coherence. Students are asked to think critically about their own research problems and how these may be investigated most suitably by drawing on a particular research methodology. Students are introduced to research ethics, examples of ethical issues frequently experienced in education research.

### ASSESSMENT

A written assignment that:

- identifies a problem and research question; and
- reflects on how the problem and question are informed by relevant literature.

(50%, 3000 words)

A written assignment that outlines a potential research proposal which:

- restates the research question;
- justifies a methodological approach for the research;
- identifies methods; and
- draws critically on relevant literature.

(50%, 3000 words)

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## EXR790 – RESEARCH DESIGN AND DEVELOPMENT

*Offering information: Final Trimester of offer Trimester 1 2012. From Trimester 2 2012 select EXR791.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Vongalis-Macrow*

*Prerequisite: Normally, students will have completed at least two credit points of coursework units within the Master of Education or Master of Professional Education and Training and EXR780 Research Perspectives and Practices at Distinction + before they enrol in this unit. Attention to these advised pre-requisites will be at the discretion of Course Co-ordinators.*

### CONTENT

This unit is designed to assist participants to develop more detailed knowledge and understanding of the specific research approach(es) that may be appropriate to the inquiries they intend to pursue in their Masters research. In this unit students will have a supervisor appointed, work with the supervisor to develop a research proposal, enhance their ability to plan and conduct research in a specific methodological framework, explore current literature relating to their proposed research topic, and (if necessary) prepare an application for human research ethics approval.

On completion of the unit students will have:

- Read and written about their specific area of research interest;
- Refined a possible research problem or issue;
- Developed understandings of research approach(es) and techniques that are relevant to the proposed project;
- Written a detailed research proposal; and
- Developed a knowledge of requirements for ethics clearances and applied for a clearance (if needed) from the Deakin University Faculty of Arts and Education Ethics Committee.

Notes:

- (1) Students who are going to be writing a Masters research paper or minor thesis should enrol in this unit.
- (2) On-line access for communication with the supervisor is highly recommended.
- (3) Students in this unit act as relatively independent researchers.

### ASSESSMENT

The number, nature and value of tasks is to be negotiated individually with the supervisor. The most common pattern of assessment tasks is a draft research proposal (2000 words) (40%), extension of research proposal (3000 words) (60%), and ethics application where needed.

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## EXR791 – DESIGNING AND DEVELOPING A RESEARCH PROJECT

*Offering information: Commences in Trimester 2 2012. Students requiring EXR791 in Trimester 1 2012 are advised to enrol in EXR790.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, X), trimester 2 (X)*

*EFTSL value: 0.125*

*Unit chair: A Gallant*

*Campus contact: A Gallant (B), S Hodge (X)*

*Prerequisite: Completion of Research Methodology (EXR780 or EXR781) with a grade of 70% or higher.*

*Exceptions to this prerequisite must be approved by the Unit Chair.*

*Incompatible with: EXR790*

*Contact hours: Equivalent to 3 hours per week*

*Note: Progression into EXR796 or EXR798 is subject to the student achieving a minimum of 70% in this unit.*

### CONTENT

This unit further develops students' understanding of the tasks and key decisions involved in sound research design and writing. It is the second in a two-unit sequence which will prepare students to undertake the research paper (EXR796/EXR797) or minor thesis (EXR798/EXR799) component of their Master's course.

EXR791 builds on students' understanding of research to develop their own detailed and well-argued research proposal and to provide critical feedback on peers' proposals. If necessary, students will also apply for ethics approval to conduct the research. Students work with a supervisor to refine their conceptualisation of the research project and to present a well developed summary of their project proposal for review. Students

will then be required to take account of the feedback in their final written submission for assessment.

The study program will draw from a range of library-based modules on the major components of a research project including how to write:

- a critical literature review
- research methodology and theoretical framework
- analytical processes
- research ethics application
- The individual study program will allow students to develop a research project informed by current education research theory and practice to address their research question. The online interactions with peers will develop knowledge of how to give and get critical feedback for redrafting and improving the research project.

#### ASSESSMENT

Task One, 20%

Online discussion and feedback or peer research proposal

Task Two, 30%

Presentation of research proposal to panel for review, including ethics discussion

Task Three, 50%

Developed and Design Research Project

#### PRESCRIBED TEXTS

Somekh & Lewin (2011) Theory and methods in social research (2nd Ed) Sage Recommended Text: Millan & Schumacher, Research in Education – Guidance Based Inquiry.

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## EXR796 – RESEARCH PAPER PART A

*Offering information: \* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2, Trimester 3\**

*EFTSL value: 0.125*

*Prerequisite: EXR790 or EXR791. Normally students are required to have successfully completed at least two credit points of coursework units at masters level offered by the School of Education, and successfully completed EXR780 and EXR790 (or equivalents approved by the Unit Chair) before they are permitted to enrol in this unit and if required referred to the Unit Chair.*

*Incompatible with: EXR792*

*Note: On successful completion of EXR797 Research Paper Part B students will be awarded 2 credit points. Research Paper Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.*

#### CONTENT

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the Masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

#### ASSESSMENT

Assessment for the overall Research Paper comprising both EXR796 and EXR797 is a research report of 12000 – 15000 words (100%) applicable at completion of EXR797 Research Paper Part B.

Research papers will normally be assessed by one examiner. These examiners will normally be appointed from amongst School of Education academic staff, excluding the supervisor. The relevant Masters research paper coordinator will appoint the examiner upon advice from the supervisor. Through the supervisor, students may request that a particular examiner not be appointed, to ensure that an appropriate examiner is available.

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## EXR797 – RESEARCH PAPER PART B

*Offering information: \* Trimester 3 subject to the availability of appropriate supervisors and in consultation with the Unit Chair.*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2, Trimester 3\**

*EFTSL value: 0.125*

*Unit chair: L Harrison*

*Prerequisite: Normally students are required to have successfully completed at least two credit points of coursework units at masters level offered by the School of Education, and successfully completed EXR780 and EXR790 with a WAM of 70% or higher. (or equivalents approved by the Unit Chair) and if required referred to the Unit Chair.*

*Note: Research Paper Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.*



**CONTENT**

In this unit, students continue the tasks commenced in EXR796 Research Paper Part A. There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the Masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

**ASSESSMENT**

Assessment for the overall Research Paper comprising both EXR796 and EXR797 is a research report of 12000 – 15000 words (100%) applicable at completion of EXR797 Research Paper Part B.

Research papers will normally be assessed by one examiner. These examiners will normally be appointed from amongst School of Education academic staff, excluding the supervisor. The relevant Masters research paper coordinator will appoint the examiner upon advice from the supervisor. Through the supervisor, students may request that a particular examiner not be appointed, to ensure that an appropriate examiner is available.

**EXR798 – MINOR THESIS PART A**

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: L Harrison*

*Prerequisite: EXR790 or EXR791. Normally, students are required to have successfully completed at least two credit points at distinction or higher of coursework units at Masters level offered by the School of Education, and successfully completed EXR780 and EXR790 (or equivalents approved by the course coordinator) before they are permitted to enrol in this unit.*

*Incompatible with: EXR794*

*Note: On successful completion of EXR799 Minor Thesis Part B students will be awarded 4 credit points.*

*Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.*

**CONTENT**

There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students

with appropriate readings to support their research. Supervisors are appointed by the Masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

**ASSESSMENT**

Assessment for the overall Minor Thesis comprising both EXR798 and EXR799 is a report of approximately 20000 words (100%), applicable at completion of EXR799 Minor Thesis Part B.

Minor thesis will normally be assessed by two examiners. These examiners will normally be appointed from amongst School of Education academic staff, excluding the supervisor. The relevant Masters minor thesis coordinator will appoint the examiners upon advice from the supervisor.

Through the supervisor, students may request that a particular examiner not be appointed, to ensure that an appropriate examiner is available.

**EXR799 – MINOR THESIS PART B**

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or Trimester 2*

*EFTSL value: 0.250*

*Unit chair: L Harrison*

*Prerequisite: EXR798*

*Note: Minor Thesis Part A and Part B may be available to complete within the same trimester, but only after consultation with the course coordinator.*

**CONTENT**

In this unit, students continue the tasks commenced in EXR798 Minor Thesis Part A. There is no prepared content in this unit. It is a research unit in which students, in consultation with an appointed supervisor, carry out research tasks to develop new knowledge (content) themselves. From time to time, supervisors will provide students with appropriate readings to support their research. Supervisors are appointed by the Masters research paper coordinator in consultation with the student and the Chair of EXR791 Education Research Proposal.

**ASSESSMENT**

Assessment for the overall Minor Thesis comprising both EXR798 and EXR799 is a report of approximately 20000 words (100%), applicable at completion of EXR799 Minor Thesis Part B.

Minor thesis will normally be assessed by two examiners. These examiners will normally be appointed from amongst School of Education academic staff, excluding the supervisor. The relevant Masters minor

thesis coordinator will appoint the examiners upon advice from the supervisor.

Through the supervisor, students may request that a particular examiner not be appointed, to ensure that an appropriate examiner is available.

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## EXS102 – SECONDARY SCHOOL EXPERIENCE 1

*Offered at: (B)*  
*Credit point(s): 0*  
*Offerings: Trimester 2*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 5 days (half day per week for 10 weeks orientation)*  
*Unit chair: A Marshall*

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## EXS202 – SECONDARY SCHOOL EXPERIENCE 2B

*Offered at: (B)*  
*Credit point(s): 0*  
*Offerings: Trimester 2*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 10 days*  
*Unit chair: A Marshall*

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## EXS301 – SECONDARY SCHOOL EXPERIENCE 3A

*Offered at: (B X-OS)*

*Credit point(s): 0*  
*Offerings: Trimester 1*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 10 days*  
*Unit chair: A Marshall*

## EXS302 – SECONDARY SCHOOL EXPERIENCE 3B

*Offered at: (B, B X-OS)*  
*Credit point(s): 0*  
*Offerings: Trimester 1 (B), Trimester 2 (B, B X-OS)*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 10 days*  
*Unit chair: A Marshall*

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## EXS401 – SECONDARY SCHOOL EXPERIENCE 4A

*Offered at: (B)*  
*Credit point(s): 0*  
*Offerings: Trimester 1*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 10 days*  
*Unit chair: A Marshall*

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## EXS402 – SECONDARY SCHOOL EXPERIENCE 4B

*Offered at: (B, B X-OS)*  
*Credit point(s): 0*  
*Offerings: Trimester 1 (B), Trimester 2 (B, B X-OS)*

*EFTSL value: 0.000*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit.*  
*School experience: 15 day block*  
*Unit chair: A Marshall*

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## EXS403 – SECONDARY SCHOOL EXPERIENCE 4C

*Offered at: (B)*  
*Credit point(s): 0*  
*Offerings: Trimester 1, Trimester 2*

EFTSL value: 0.000  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 School experience: 15 day block  
 Unit chair: A Marshall

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## EXS501 – SECONDARY SCHOOL EXPERIENCE 5A

Offered at: (B, G, X)  
 Credit point(s): 0  
 Offerings: Trimester 1 (B, G, X), Trimester 2 (G, X)

EFTSL value: 0.000  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 School experience: B-15 day block  
 G-25 day block  
 X-25 day block with minimum 3 days per week  
 Unit chair: A Marshall

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## EXS502 – SECONDARY SCHOOL EXPERIENCE 5B

Offered at: (B, G, X)  
 Credit point(s): 0  
 Offerings: Trimester 2

EFTSL value: 0.000  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 School experience: B – 15 day block, G-20 day block  
 Unit chair: A Marshall

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## EXS503 – SECONDARY SCHOOL EXPERIENCE 5C

Offered at: (B, B X-OS)  
 Credit point(s): 0  
 Offerings: Trimester 1 (B), Trimester 2 (B, B X-OS)

EFTSL value: 0.000  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 School experience: 15 day block  
 Unit chair: A Marshall

## EXS706 – APPLIED LEARNING PLACEMENT

Offered at: (G)  
 Offerings: Trimester 2

EFTSL value: 0.000  
 Cohort rule: (For students enrolled in course E690 only)  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 Unit chair: D Blake

### CONTENT

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve the supervision of VIT registered teacher.

EXS706 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

### ASSESSMENT

Assessment and structured feedback will occur through supervising teachers evaluations of the placement and will also be integrated with on-campus aspects of the course.

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## EXS707 – APPLIED LEARNING PLACEMENT

Offered at: (G)  
 Credit point(s): 0  
 Offerings: Trimester 1

EFTSL value: 0.000  
 Cohort rule: (For continuing students enrolled in course E690 only)  
 Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
 Unit chair: D Blake

### CONTENT

Students enrolled in the Graduate Diploma of Education (Applied Learning) are required to complete a total of 45 days of supervised practicum placements, of which 25 days must be placed in secondary schools. The remaining 20 days may be undertaken in suitable TAFE or ACE settings, however, they must still involve the supervision of VIT registered teacher.

EXS707 corresponds to 10 days of supervised practicum placements where students may choose from secondary schools, TAFEs or ACE contexts. Students are required to work closely with registered secondary teachers from their respective specialist areas in order to develop their knowledge, practice and professional engagement of applied learning and teaching.

### ASSESSMENT

Assessment and structured feedback will occur through supervising teachers evaluations of the placement and will also be integrated with on-campus aspects of the course.

## HBS107 – UNDERSTANDING HEALTH

*Offered at: (B, CBD, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, CBD, G, W, X), Trimester 2 (B), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: Trimester 1, Trimester 2 S McIver (B), Trimester 3 (2011-12) L Sheehan (B)*

*Contact hours: 2.5 hours (1 x 1 hour seminar and 1 x 1.5 hour tutorial per week) or 6 hours private study for off campus students*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This interdisciplinary unit examines the diversity of media and other images of health and meanings attributed to health; the complex range of interactions that influence the health of individuals and populations; the determinants of selected health issues in urban and rural Australia, as well as in global contexts; and, explores a range of models and approaches and their impact on health outcomes. Topics include: contemporary understandings of health; social, biological, natural environments and employment and education as determinants of health; understanding health research; indigenous health; the evolution of health promotion; illicit drugs and alcohol; social exclusion and healthy ageing; mental health.

### ASSESSMENT

Readings review (800 words) 20%, assignment (1200 words) 30%, examination (2 hours) 50%

## HBS108 – HEALTH INFORMATION AND DATA

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2, Trimester 3*

*EFTSL value: 0.125*

*Unit chair: Trimester 1, Trimester 2: A Nevill (B), Trimester 3: J Garrard (B)*

*Contact hours: This unit is offered as a wholly online unit in Deakin Studies Online (DSO).*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is intended to provide first year undergraduate students from all Schools across the Faculty of Health with the basic skills necessary to be consumers and ultimately providers of health research information. The unit comprises ten topics, covering: measuring health and disease in populations, introduction to qualitative research, study design, obtaining online health information, evaluating popular health claims, introduction to quantitative research, evidence based practice including critical appraisal.

### ASSESSMENT

Online topic tests 25%, assignment (mid-trimester) 25%, examination (2 hours) 50%

### RECOMMENDED TEXTS

Liamputtong P (ed.) (2010). *Research Methods in Health – foundations for evidence-based practice*, South Melbourne: Oxford University Press.

## HBS109 – HUMAN STRUCTURE AND FUNCTION

*Offered at: (B, CBD, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, CBD, G, W, X), Trimester 2 (B, CBD), Trimester 3 (X only)*

*EFTSL value: 0.125*

*Unit chair: Trimester 1: L Liberts (B), Trimester 2: T Castricum (B), Trimester 3 2012-13: T Castricum (B)*

*Campus contact: A Turner (B)*

*Contact hours: 3 x 1 hour lectures per week, 4 x 2 hour practical classes per trimester and 4 x 1 hour tutorial classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This interdisciplinary unit provides an overview of the basic sciences of human anatomy and physiology, exploring issues of relevance to the health sciences. Specific topics to be addressed will include: organisation of the human body, outlining anatomical terms, chemical and structural bases of cell function, body tissues including integument, homeostasis and physiological control via neural and hormonal mechanisms that maintain a constant internal environment. Support and movement through an understanding of the musculo-skeletal system, and maintenance of key systems, such as cardiovascular, respiratory, digestive, urinary and immune systems.

**ASSESSMENT**

Practical class worksheets (4 x 10%) 40%, mid-trimester test (1 hour) 20%, end of trimester examination (2 hours) 40%

derive effective approaches to achieving behaviour change.

- The unit examines the skills and principles of behaviour modification. Students undertake experiential and reflective learning approaches to develop and understanding of the process, challenges and skills involved in health behaviour change.

**ASSESSMENT**

Weekly health behaviour journal (700 words per entry) 45%, weekly quizzes 10%, examination (2 hours) 45%

**PRESCRIBED TEXTS**

Donatelle, R.J. (2012). Health: The basics (International edition) (10th ed.) Boston: Benjamin Cummings/Pearson.

**HBS110 – HEALTH BEHAVIOUR**

*Offered at: (B, CBD, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B), Trimester 2 (B, CBD, G, W, X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: J Broadbent (B)*

*Contact hours: 3 hours (equivalent of 1 x 2 hour lecture, 1 x 1 hour tutorial) per week*

*Note: Commencing Trimester 2 2012 onwards, the Geelong offering of this unit has moved from Geelong Waterfront Campus to Geelong Waurn Ponds Campus.*

*Note: Students are expected to have access to a computer with an internet connection to complete this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

- This unit explores relevant health behaviour issues and their impact on an individuals health and wellbeing. These behavioural issues include: tobacco smoking, alcohol / drug use and abuse, healthy and disordered eating, weight management, engagement in exercise, managing stress, healthy relationships, the environment, and managing chronic illness.
- The unit examines the impact of socio-cognitive factors including self-efficacy and locus of control on behaviour change and how to harness this to enhance behaviour change and goal achievement. Further the unit discussed theoretical explanations of health behaviour and how they are applied to

**HBS300 – ETHICS: FRAMEWORKS AND DECISIONS**

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 3 (2011-2012 and 2012-2013)*

*EFTSL value: 0.125*

*Unit chair: L Wilson (B)*

*Contact hours: This unit is offered as a wholly online unit in Deakin Studies Online (DSO). Students will undertake reflective exercises, directed readings, online exercises, case studies, debates (using technology-based mediums) and student-led discussions.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit proceeds from the perspective that all decisions and actions in the health sector are impacted on by many frameworks. For example, ethics, legislation, personal needs organisational missions, and social context. The unit commences with discussions of complex decisions within different work settings, which often have ethical and legal elements in them. For example, conflict of duties and interest, duty to client, duty to colleagues, duty to disclose unprofessional conduct of colleagues.

Students will be introduced to different types of ethical approaches, with a view to providing a framework for exploring ethical issues. The relationship between personal and professional ethics will be examined and discussed in conjunction with professional accountability and practitioner autonomy. Throughout the unit students will be encouraged to critically reflect upon their own personal and discipline-related value systems and the value systems of the organisations

with which they have frequent and significant contact. The unit concludes with an examination of strategies for ethical decision making in health services and the student's creation of a coherent ethical and values-based framework for their own use as a person with integrity operating in varied health roles.

### ASSESSMENT

Completion of two online exercises each (1000 words) 25% (50% in total), online contributions throughout the trimester 10%, pose an ethical argument on a topic of choice (1800 words) 40%

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## HBS345 – INTERPROFESSIONAL COLLABORATION IN HEALTH CARE

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Ward (S)*

*Prerequisite: one of HNN227, HSO206, or HSW313*

*Note: Online teaching methods require internet access.*

*Please refer to the most current computer specifications*

### CONTENT

This is an interprofessional education unit involving students from Nursing, Psychology, Occupational Therapy, Social Work, Dietetics and Medicine. Students partake in two streams of study: the self-directed IPE stream and the interactive case conference stream.

In the self-directed IPE stream students will undertake a range of guided experiential learning activities to explore the key themes of Interprofessional Collaboration including what is interprofessional collaboration, health professionals roles, understanding your own and others' personal styles, roles of team members, leadership, assertiveness and conflict management.

In the interactive case conference stream students are allocated into virtual interprofessional teams of approximately eight students from each of the professions involved. In these teams students will discuss key interprofessional collaboration issues via DSO discussions and manage cases via four case conference in eLive.

### ASSESSMENT

Participation in online activities (DSO discussions and eLive case conferences) 30%, Completion of care plans based on case conferences (group) 20%, Reflective pieces (2000 words) 50%

## HBS400 – RESEARCH METHODS

*Offered at: (B)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: G Wadley (B)*

*Contact hours: 3 hours of workshops per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to enable Honours students to develop:

- A deep understanding of the philosophies, ethics and principles of research;
- Knowledge of a range of research approaches;
- Skills in data management, methods and tools for research practice; and
- Skills in planning, implementing and reporting research studies.

The unit is constructed in four streams. All students must complete the compulsory introductory research stream which includes research paradigms, ethics and data management. Students must also select one elective stream of study of most relevance to their honours research discipline from the following:

- i) Qualitative research
- ii) Quantitative research
- iii) Laboratory based experimental research. Each of the elective streams provides students with the necessary methodological, technical and analytical skills and knowledge required for research practice.

### ASSESSMENT

Compulsory stream: written assessment (3000 words) or equivalent 50% plus written assessment (3000 words) or equivalent for the elected stream of study 50%

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## HBS745 – INTERPROFESSIONAL COLLABORATION IN HEALTH CARE

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Ward (S)*

*Prerequisite: HSE704 or HSN744 or HSW714*

*Incompatible with: HBS345*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

HBS745 is an online unit involving students from Nursing, Psychology, Occupational Therapy, Social Work, Dietetics, Clinical Exercise Physiology and Medicine. There are two streams to this unit that run concurrently throughout the trimester: the self-directed IPE stream and the interactive case conference stream.

In the self-directed IPE stream students explore in a self directed manner the key themes of the unit including what is Interprofessional Collaboration, understanding your own and others personal style and roles of team members, health professional roles, leadership in collaborative teams, and conflict management and assertiveness in collaborative teams.

In the interactive case conference stream students participate in weekly discussions with their team via DSO and participate in four case conferences using eLive in which they collaborate with the other health professionals in their team to develop a care plan for each case and consider issues related to interprofessional teams.

### ASSESSMENT

Participation in online activities (DSO discussions and eLive case conferences) 30%, Completion of care plans based on case conferences (group) 20%, Reflective pieces (2500 words) 50%

## HDS101 – COMMUNICATION AND DIVERSITY

*Offered at: (B, S, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Neale (S)  
Contact hours: Average of 3 hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an understanding of the principles of effective communication and how these may be applied in relating to individuals who communicate in different and diverse ways.

Topics include: introduction to interpersonal and professional communication techniques, including written communication, problem solving and conflict resolution; communication considerations for people with different ethnic, social and linguistic backgrounds; verbal and non-verbal communication considerations for people with disabilities throughout the lifespan; augmentative and alternative communication; use of technology for mainstream communication.

### ASSESSMENT

Assignment (1000 words) 25%, reflective activity (1400 words) 35%, essay (1600 words) 40%

## HDS106 – DIVERSITY, DISABILITY AND SOCIAL EXCLUSION

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Wilson (B)  
Incompatible with: HDS104  
Contact hours: Average of 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a level one unit in the People, Society and Disability major on the Bachelor of Health Sciences program. Students in other courses may study this unit as an elective. This unit introduces students to frameworks with which to explore the complex and dynamic interrelationships between people who have a disability, society in which they live, and service provision systems. Disability as part of the natural diversity of humankind, is examined from multiple perspectives, including individual, family and societal. The unit examines different models used in defining disability, in particular the medical and social models of disability and the impact on societal and service experiences of people who have a disability. Philosophies underpinning current service provision are discussed highlighting the experience of a person with a disability and the role of society in promoting inclusion in both childhood and adulthood.

### ASSESSMENT

Group exercise 10%, assignment (1500 words) 40%, examination (2 hours) 50%

## HDS209 – DIVERSITY IN CHILDHOOD AND ADOLESCENCE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Wilson (B)*  
*Incompatible with: HDS102*  
*Contact hours: Average of 3 hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide students with an understanding of the nature of diversity in development. Content includes: genetics and embryology; the developing individual as a multi-dimensional being; risk factors in child and adolescent development; biological and environmental issues and ongoing development including neurological, sensory and physical impairments, severe and multiple disability, Autism and developmental disorders.

### ASSESSMENT

Exercises (2000 words) 50%, examination (2 hours) 50%

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## HDS210 – DIVERSITY AT WORK

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Murfitt (B)*  
*Contact hours: Average of 3 hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to provide students with an ecological framework with which to explore values and practices that promote diverse and inclusive workplaces. Students will be provided with information on models of best practice with particular emphasis placed on two groups traditionally marginalised from employment: older workers and those who have a disability.

Topics to be addressed in this unit include: demographic trends and implications for employment, diversity and organisations of choice, strategies for promoting organisational diversity, the concept of work ability and its importance for an ageing workforce, strategies for promoting work ability, equal opportunity, discrimination, multidimensional approach to assessment, transition to employment, job-match, person-environment fit and program-environment fit and strategies that promote employer satisfaction with employees who have a disability.

### ASSESSMENT

Assignment (2000 words) 50%, examination (2 hours) 50%

### PRESCRIBED TEXTS

Mor Barak, M. E. (2005). *Managing diversity: Toward a globally inclusive workplace*. CA: Sage Publications.

Deakin University. (2011). *Diversity at work: Study guide*. Geelong: Deakin University.

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## HDS301 – THE EFFECTIVE PRACTITIONER

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: E Wilson (B)*  
*Contact hours: Average of 3 hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide students with knowledge and skills to work effectively with a range of contemporary practice approaches in the field of social exclusion and disability. Topics include: effective communication; communication and power; current practices in person-centred approaches; individualised services and funding; and inclusion practice focusing on person and social change.

### ASSESSMENT

1 x case study written assignment (1800 words) 45%,  
 written assignment (2200 words) 55%



## HDS310 – HUMAN RIGHTS AND ADVOCACY

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: K Murfitt (B)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to develop a human rights perspective and appreciate the role of advocacy for people with a disability in upholding their rights and achieving inclusion.

The unit content includes:

- Historical background to the development of human rights
- Description of different types of human rights
- Relationship between the development of human rights instruments, societal perceptions and the impacts on the lives of people with a disability
- Human rights instruments that address rights for people with disability (all ages)
- Developing a human rights approach in practice
- Individual, systemic and self-advocacy
- Contemporary advocacy practices

### ASSESSMENT

Case study (1600 words) 40%, assignment (2400 words) 60%

### PRESCRIBED TEXTS

Ife, J. (2001 ) Human Rights and Social Work: Towards Rights Based Practice. Cambridge University Press

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## HME101 – MEDICINE 1A

Offered at: (G)  
Credit point(s): 4  
Offerings: Semester 1

EFTSL value: 0.500  
Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only  
Unit chair: G Finnigan (G)

Note: Laptop Computer requirement  
Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin

network is available within the teaching spaces of the Deakin Medical School.

\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.

Police Clearance and Working with Children requirements

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.

### CONTENT

HME101 represents Semester 1 of Year 1 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course and consists of a single unit of four credit points. The curriculum throughout the BMBS course is organised into four themes:

- Knowledge of Health and Illness;
- Doctor and Patient;
- Doctors, Cultures, Peoples and Institutions; and
- Ethics, Law and Professional Development.

#### Knowledge of Health and Illness (KHI)

The Knowledge of Health and Illness theme is delivered as an integrated program of biomedical and clinical lectures, problem-based learning of illustrative medical cases; and a laboratory practical program. The topics covered in the HME101 Knowledge of Health and Illness theme are 1) Human Biology – an overview of the anatomy and physiology of the body's main organ systems, cell biology, genetics, biochemistry and pharmacology; and, 2) Infection, Defence and Repair – an introduction to haematology, oncology, pathology, immunology, medical microbiology and relevant public health.

#### Doctor and Patient (DP)

In the Doctor and Patient theme clinical tutors guide students to develop their clinical skills and competence in basic life support, communication skills, history-taking, medical interviewing, physical examination and minor clinical procedures using real patients, actors, models and manikins.

#### Doctors, Peoples, Cultures, and Institutions (DPCI)

The Doctors, Peoples, Cultures, and Institutions theme addresses the wider context in which patient care occurs, and the relevance of individual, psychological,

family and cultural factors to health and illness from a population perspective using mini-PBLs, lectures, workshops and seminars. In HME101, the first two of four recurrent systems perspectives are introduced:

- 1) Health Systems I – covers healthcare concepts, the Australian health system, and evidence-based medicine; and
- 2) Cultural Systems I – covers indigenous health, qualitative and quantitative research, epidemiology and biostatistics, medical and health anthropology.

### **Ethics, Law and Professional Development ELPD)**

The Ethics, Law and Professional Development theme provides opportunities for students to reflect on their development as medical professionals and learn about the ethical and legal foundations of medical practice. Topics include: the doctor patient relationship; ethics and legal issues of privacy, consent and confidentiality; Victorian Medical Registration Board; professional regulation; medical negligence and omissions; human rights and social justice in medicine; and mindfulness. An ongoing personal and professional development project involves groups of students visiting community health professionals, facilities and organisations.

### **ASSESSMENT**

Assessment in the BMBS course is designed to demonstrate attainment of competency in biomedical and clinical knowledge, clinical skills and professional standards. While the relative amount of assessment among the four themes is in proportion to what each theme contributes to the curriculum of HME101, students must pass each KHI topic and each of the DP, ELPD and DPCI themes as academic hurdles in order to be eligible for an overall pass grade in HME101. Standard setting is used to determine the pass score in written assessments. Students who fail a hurdle requirement are normally provided with an opportunity for reassessment.

Intra-semester assessment:

Doctor and Patient: clinical skills (5 x clinical skills assessments, hurdle requirement; students must achieve a pass for each assessment from a maximum of 3 attempts).

Ethics, Law and Professional Development: Group Project (equivalent of 2000 words, 30% of theme marks), Satisfactory supervisor's report for community placement (hurdle).

Doctors, Peoples, Cultures, and Institutions: cultural awareness week attendance and assignment (1 x 1500 words, 40% of theme marks) and 2 x 1 hour in-class tests, (30% of theme marks each).

Knowledge of Health and Illness: Human Biology Topic (30 minute class test, 20% of topic marks). Infection, Defence and Repair Topic (30 minute class test, 20% of topic marks).

End of semester assessment:

Knowledge of Health and Illness: Human Biology Topic (2 hour examination, 80% of topic marks). Infection, Defence and Repair Topic (2 hour examination, 80% of topic marks).

Ethics, Law and Professional Development: end of semester examination (1 x 1 hour, 70% of theme marks).

*Note: the Doctor and Patient theme does not involve end of semester assessment in HME101.*

### **PRESCRIBED TEXTS**

Students who are accepted into H311 Bachelor of Medicine Bachelor of Surgery will be provided with a book list detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

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## **HME102 – MEDICINE 1B**

*Offered at: (G)*

*Offerings: Semester 2*

*Credit point(s): 4*

*EFTSL value: 0.500*

*Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only*

*Unit chair: J McLeod (G)*

*Prerequisite: Must have passed HME101*

*Note: Laptop computer requirement*

*Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin network is available within the teaching spaces of the Deakin Medical School.*

*\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.*

*Police Clearance and Working with Children requirements*

*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course.*

*Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

\* *Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.*

## CONTENT

HME102 represents Semester 2 of Year 1 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course and consists of a single unit of four credit points. The curriculum throughout the BMBS course is organised into four themes:

- Knowledge of Health and Illness;
- Doctor and Patient;
- Doctors, Cultures, Peoples and Institutions; and
- Ethics, Law and Professional Development.

### Knowledge of Health and Illness (KHI)

The Knowledge of Health and Illness theme in HME102 is delivered as an integrated program of biomedical and clinical lectures, problem-based learning of illustrative medical cases and a laboratory practical program. Important community and public health issues related to diseases of each system studied are introduced.

Topics in HME102 Knowledge of Health and Illness theme are:

- 1) Cardiorespiratory – covers the development, structure and control of the normal heart, vascular and respiratory systems, as well as the mechanisms, clinical manifestations and treatments of the major cardiovascular and respiratory diseases;
- 2) Renal/Gastrointestinal – covers the anatomy, physiology, biochemistry, and pathology of the renal-urogenital and gastrointestinal tracts, as well as the mechanisms, clinical manifestations, and treatment of common renal and gastrointestinal diseases.

### Doctor and Patient (DP)

In the Doctor and Patient theme in HME102 clinical tutors guide students to continue their development of clinical skills and competence in history-taking, physical examination and clinical procedures, linking with the relevant systems studied in the Knowledge of Health and Illness theme.

### Doctors, Peoples, Cultures, and Institutions (DPCI)

The Doctors, Peoples, Cultures, and Institutions theme in HME102 introduces the final two systems perspectives:

- 1) Social Systems I – covers the ways and means in which groups, populations and communities interact and shape their living environment, including professional communities and practices;
- 2) Environmental Systems I and II – covers the creation, sustainability and impacts of the natural, built, economic and social/educational environment on individual and population health; and, 3) Cultural Systems II – covers indigenous health, public

health nutrition, evidence-based medicine, and, epidemiology and biostatistics.

### Ethics, Law and Professional Development (ELPD)

The Ethics, Law and Professional Development theme in HME102 introduces the following topics: legal requirements and responsibilities with deceased persons, end of life issues; documentation; mandatory reporting; quality management in health; patient safety and risk management, communication; conflict of interest and medical career information.

### ASSESSMENT

Assessment in the BMBS course is designed to demonstrate attainment of competency in biomedical and clinical knowledge, clinical skills and professional standards. Students must pass each theme and fulfil the requirements of the clinical placement program to pass HME201.

For the KHI theme, students must achieve an aggregate pass result on their combined score in assessments (detailed below) within each of the two KHI topics (Cardio-Respiratory and Renal-Gastrointestinal).

For the ELPD and DPCI themes, students must achieve an aggregate pass result on combined score of assessments within each theme (detailed below).

For the DP theme, students must complete all formative clinical skill assessments and demonstrate competency in all summative clinical skills assessments. Students are provided with up to three attempts to successfully complete summative clinical skills assessments.

Standard setting is used to determine the pass score in written assessments in all themes. Students who are awarded a borderline fail result for a hurdle requirement are normally provided with an opportunity for reassessment.

Intra-semester assessment:

Doctor and Patient: 5 x clinical skills assessments (hurdle requirement; students must achieve a pass for each assessment from a maximum of three attempts).

Ethics, Law and Professional Development: Community Health Essay (1500 words, 15% of theme marks); Interprofessional Collaboration in Health Care (ICIH) online modules reflective pieces (15% of theme marks); Satisfactory supervisor's report for community placement (hurdle).

Doctors, Peoples, Cultures, and Institutions: biostatistics and epidemiology assignment (1 x 1500 words, 40% of theme marks) and 2 x 1 hour in-class tests (30% of theme marks each).

Knowledge of Health and Illness: Cardiorespiratory Topic (30 minute class test, 20% of topic marks). Renal/Gastro Topic (30 minute class test, 20% of topic marks).

End of semester assessment:

Knowledge of Health and Illness: Cardiorespiratory Topic (2 hour examination, 80% of topic marks). Renal/Gastro Topic (2 hour examination, 80% of theme marks).

Ethics, Law and Professional Development: end of semester examination, (1hour, 70% of theme marks.)

### PRESCRIBED TEXTS

Students will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

## HME201 – MEDICINE 2A

*Offered at: (G)*

*Credit point(s): 4*

*Offerings: Semester 1*

*EFTSL value: 0.500*

*Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only*

*Unit chair: D McCulloch (G)*

*Prerequisite: Must have passed HME102*

*Note: Laptop computer requirement*

*Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin network is available within the teaching spaces of the Deakin Medical School.*

*\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.*

*Police Clearance and Working with Children requirements*

*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

*\* Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.*

### CONTENT

HME201 represents Semester 1 of the Year 2 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course and consists of a single unit of four credit points. The curriculum throughout the BMBS course is organised into four themes:

- Knowledge of Health and Illness;
- Doctor and Patient;
- Doctors, Cultures, Peoples and Institutions; and
- Ethics, Law and Professional Development.

#### Knowledge of Health and Illness (KHI)

The Knowledge of Health and Illness theme is delivered as an integrated program of biomedical and clinical lectures, problem-based learning of illustrative medical cases and a laboratory practical program. Important community and public health issues related to diseases of the system studied are introduced. Topics covered in HME201 Knowledge of Health and Illness theme are: Endocrine and Life Cycle – covers embryology, physical and psychosocial development from birth to old age, ageing, the structure and function of the endocrine and reproductive systems, the nature of hormones, control mechanisms affecting fertility and pregnancy in normal and pathological conditions, and the clinical manifestations, complications and treatment of some common endocrine and reproductive disorders; Musculoskeletal and metabolism – covers the normal structure and functions of the musculoskeletal system at macroscopic and microscopic levels and the causes and consequences of common injuries to the musculoskeletal system, the basic processes underlying the normal and abnormal development and the pathogenesis and investigations of common diseases affecting the musculoskeletal system, metabolism and associated diseases, issues related to workplace injuries, societal impact of musculoskeletal disabilities and rehabilitation.

#### Doctor and Patient (DP)

The Doctor and Patient theme in HME201 continues the development of history-taking, examination and procedural skills in the context of the systems studied in the Knowledge of Health and Illness theme.

#### Doctors, Peoples, Cultures, and Institutions (DPCI)

The Doctors, Peoples, Cultures, and Institutions theme in HME201 includes the following topics:

- 1) Health Systems II – covers health promotion, population health approaches, community-based health promotion, biostatistics and epidemiology, and 'rural' epidemiology;
- 2) Social Systems II – covers medical-industrial complex, international health, globalisation and health, and research methods;
- 3) Scientific Systems – covers critical stages of this research enterprise: the development of the research proposal, and considerations of its ethical dimensions and feasibility issues.

**Ethics, Law and Professional Development (ELPD)**

The Ethics, Law and Professional Development theme in HME201 curriculum is divided into the following blocks:

- 1) Issues at the Start and End of Life – covers issues related to genetic medicine, obstetric and paediatric ethics and law, the ethics of chronic disease and the grief process;
- 2) Patient Safety and Quality Management – covers quality and safety guidelines for patient care, managing and reporting risks and hazards, and medical records and medico-legal reporting;
- 3) Professional Responsibilities and Obligations – covers standards of clinical care, reasoning and clinical decisions, and research ethics and regulations.
- 4) Professional Behaviours and Relationships – covers regulatory and ethical behaviour, attitudes and skills expected of doctors. Students are also required to complete the requirements of an Inter-professional Education Module comprising successful completion of an online study program run in parallel with HBS345 Interprofessional Collaboration in Health Care (ICIH).

**ASSESSMENT**

Assessment in the BMBS course is designed to demonstrate attainment of competency in biomedical and clinical knowledge, clinical skills and professional standards. While the relative amount of assessment among the four themes is in proportion to what each theme contributes to the curriculum of HME201, all KHI Topics and Themes in HME201 are hurdles. Standard setting is used to determine the pass score in written assessments. Students who are awarded a borderline fail result for a hurdle requirement are normally provided with an opportunity for reassessment. Students must pass all assessment tasks (either initially or upon reassessment) in order to be eligible for a grade of UP in HME201.

Intra-semester assessment:

Doctor and Patient: 5 x clinical skills assessments (hurdle requirement); students must achieve a pass for each assessment from a maximum of 3 attempts.

Doctors, Peoples, Cultures, and Institutions: team research proposal (1500 words) 40%, 2 in-class tests (1 hour each) 30% each

Ethics, Law and Professional Development: (ICIH module): engagement in online case conference stream activities 30%.

Knowledge of Health and Illness: Endocrine and Life Cycle – class test (30 minutes) 20%, Musculoskeletal and Metabolism – class test (30 minutes) 20%

End of semester assessment:

Knowledge of Health and Illness: Endocrine and Life Cycle – examination (2 hours) 80%, musculoskeletal and Metabolism – examination (2 hours) 80%.

Ethics, Law and Professional Development: – assessment marks are cumulative throughout the semester); end of semester examination (1 hour) 70%

**PRESCRIBED TEXTS**

Students will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

**HME202 – MEDICINE 2B**

*Offered at: (G)*  
*Credit point(s): 4*  
*Offerings: Semester 2*

*EFTSL value: 0.500*  
*Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only*  
*Unit chair: L Gray (G)*  
*Prerequisite: Must have passed HME201*

*Note: Laptop computer requirement*  
*Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin network is available within the teaching spaces of the Deakin Medical School.*

*\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.*

*Police Clearance and Working with Children requirements*  
*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

*\* Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.*

## CONTENT

HME201 represents Semester 2 of Year 2 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course and consists of a single unit of four credit points. The curriculum throughout the BMBS course is organised into four themes:

- Knowledge of Health and Illness;
- Doctor and Patient;
- Doctors, Cultures, Peoples and Institution; and
- Ethics, Law and Professional Development.

### Knowledge of Health and Illness (KHI)

The Knowledge of Health and Illness theme continues the exploration of basic sciences within the Brain and Behaviour topic covering the nervous and sensory systems and relevant disorders, beginning with a revision of basic cellular neurobiology and progressing to neurobiological and behavioural views of the whole person. In Transition to Clinical Practice focuses on consolidation of knowledge and skills to enable students to proceed to their clinical attachments in Year 3 and Year 4 with confidence. Basic science and clinical knowledge is integrated with concepts from the systems units through study of multi-system acute and chronic disease, focusing on management and treatment as well as investigation of underlying mechanisms and causes of disease. The topic also provides students with an increased awareness of the need for accurate and thorough patient assessment and recognition of the role of other health professionals in the patient management.

### Doctor and Patient (DP)

The Doctor and Patient theme in HME202 continues the development of history-taking, examination and procedural skills in the context of the Brain and Behaviour topic. In Transition to Clinical Practice this theme includes an intensive three-week period in the Clinical Skills Learning Unit consolidating clinical and procedural skills and has been specifically designed as preparation for Year 3, ensuring a seamless transition to learning in a clinical setting. Students also undertake further studies relating to acute and chronic medical and surgical conditions, with a focus on subspecialty areas such as Ear, Nose and Throat; Dermatology and Ophthalmology, as well as Clinical Pharmacology and Radiology. Sessions introducing history-taking and examination in General Practice, Child Health and Mental Health are included.

### Ethics, Law and Professional Development (ELPD)

The final topic of the ELPD theme, Professional Behaviours and Relationships, covers issues of professional and unprofessional conduct. Patient safety and risk management continue through this semester. Topics include ethics and psychiatry, involuntary treatment, refusal of treatment, organ donation and brain death, professional regulation, and the practitioner in difficulty. The theme concludes within ethical, legal and professional issues relevant to Transition to Clinical Practice.

## Doctors, Peoples, Cultures, and Institutions (DPCI)

The Doctors, Peoples, Cultures, and Institutions theme in HME202 includes the following topics:

- 1) Social Systems III – covers stress and chronic illness, mental illness and vascular disease, quality of life and health, brain theory of mind and empathy, mental illness, indigenous health, gender inequalities in health, and substance abuse in youth; and
- 2) Integration for Clinical Practice which considers a range of health issues and phenomena that require teamwork and an integrative perspective, with developmental disability as an illustrative example. Practicalities needed when entering clinical practice will also be introduced.

The Doctor and Patient theme in HME202 continues the development of history-taking, examination and procedural skills in the context of the Brain and Behaviour topic. In Transition to Clinical Practice this theme includes an intensive three-week period in the Clinical Skills Learning Unit consolidating clinical and procedural skills and has been specifically designed as preparation for Year 3, ensuring a seamless transition to learning in a clinical setting. Students also undertake further studies relating to acute and chronic medical and surgical conditions, with a focus on subspecialty areas such as Ear, Nose and Throat; Dermatology and Ophthalmology, as well as Clinical Pharmacology and Radiology. Sessions

## ASSESSMENT

Assessment in the BMBS course is designed to demonstrate attainment of competency in biomedical and clinical knowledge, clinical skills and professional standards. Students must pass each theme and fulfil the requirements of the clinical placement program to pass HME201.

For the KHI theme, students must achieve an aggregate pass result on their combined score in assessments (detailed below) within the Brain and Behaviour topic.

For the ELPD and DPCI themes, students must achieve an aggregate pass result on combined score of assessments within each theme (detailed below).

For the DP theme, students must complete all formative clinical skill assessments and demonstrate competency in all summative clinical skills assessments. Students are provided with up to three attempts to successfully complete summative clinical skills assessments.

Standard setting is used to determine the pass score in written assessments in all themes. Students who are awarded a borderline fail result for a hurdle requirement are normally provided with an opportunity for reassessment.

Intra-semester assessment:

Doctor and Patient: 5 x clinical skills assessments); Doctors, Peoples, Cultures, and Institutions: community health team assignment and presentation (5000 words/5 minutes, 40% of theme marks) and 2 x 1 hour in-class tests (30% of theme marks each).

Ethics, Law and Professional Development: "Doctor as Educator" (group multimedia project plus 1000 words, 30% of theme marks); satisfactory report from IPL placement supervisor (hurdle).

Knowledge of Health and Illness: Brain and Behaviour Topic (30 minute class test, 20% of theme marks).

End of semester assessment:

Doctor and Patient Objective Structured Clinical Examination (OSCE): 10 x 8 minute stations (hurdle: students must achieve an aggregate pass score and pass a minimum of 7 individual stations).

### PRESCRIBED TEXTS

Students will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

*Laptop computer requirement*

*Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin network is available within the teaching spaces of the Deakin Medical School.*

*\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.*

*Police Clearance and Working with Children requirements*

*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

*\* Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.*

### CONTENT

HME301 represents the first half (Semester 1) of Year 3 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course. Year 3 consists of two semester-long Units, which are combined into an integrated year-long program of study of 8 credit points.

In Year 3, the majority of students begin a two-year clinical attachment to one of four clinical schools and continue their study of the four themes of the BMBS. During Year 3, students will typically undertake the equivalent of three days of clinical activity, one day of formal teaching activities and one day of private study each week.

The four themes of the BMBS continue in Year 3. Teaching in the Knowledge of Health and Illness (KHI) and Doctor and Patient (DP) themes is fully integrated, comprising 75% of the Year 3 curriculum and assessment. During Year 3, students undertake six 7-week rotations at hospitals and other sites attached to the clinical schools: Medicine, Surgery, Musculoskeletal/Medicine, Children's Health, Women's Health and Mental Health. The Disciplines of Pathology, Pharmacology and Imaging are integrated across all six rotations. Three rotations are completed in Semester 1 (HME301) and three in Semester 2 (HME302). As the order of clinical rotations varies for individual cohorts of students, the grading of HME301 is combined with HME302 (Semester 2) so that a year grade is awarded only after assessments in all rotations and themes have occurred.

## HME301 – MEDICINE 3A

*Offered at: (X<sup>^</sup>)*

*Credit point(s): 4*

*Offerings: Semester 1 enrolled credit points, 4; achievable credit points at the end of semester 1\**

*EFTSL value: 0.500*

*Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only*

*Unit chair: J Watson (G)*

*Note:*

- 1) The third year of the Bachelor of Medicine Bachelor of Surgery course consists of two integrated semester units of four credit points each (HME301 and HME302).*
- 2) ^This unit is delivered in off campus mode, with online delivery of most curriculum materials to ensure that students working away from major centres are well supported.*
- 3) \*Upon completion of HME301 students are awarded an initial grade of RP (Result not applicable) and are graded for both units at the completion of HME302.*

The Ethics, Law and Professional Development (ELPD) and Doctors, Peoples, Cultures, and Institutions (DPCI) themes each comprise 12.5% of the year 3 curriculum and its assessment. Teaching in these themes is integrated into the clinical rotations with additional study modules addressing a range of thematic topics.

Each year a group of students will undertake the Integrated Model of Medical Education in Rural Setting (IMMERSe) in which the material contained in the six clinical rotations (including Pathology, Pharmacology and Imaging) is studied concurrently during a year-long attachment to a regional general practice. IMMERSe students study the same curriculum and undertake the same assessment as hospital-based students.

### ASSESSMENT

Student performance is assessed in a numerical scale of marks from 0–100% and graded as High Distinction (80% and over), Distinction (70%–79%), Credit (60–69%), Pass (50%–59%) or Fail (below 50%). There are a number of formative assessment tasks (including a mid-year Progress Test) which do not contribute to the final mark. More details of summative assessment in Year 3 are provided in the handbook description for HME302 Medicine 3B.

Students are required to meet the attendance requirements of each of the three clinical rotations during HME301 (or within the IMMERSe program) and to demonstrate competence in clinical assessments and assessment tasks associated with the ELPD and DPCI themes during each rotation (see below). Students who have satisfied these requirements will receive an initial mark of RP (result not applicable), which upon successful completion of HME302 will be converted to a single mark and grade for the two integrated units.

Students who do not meet these requirements or whose performance is borderline will be reviewed by their Director of Clinical Studies or by the ELPD or DPCI Coordinator, who will arrange support and / or reassessment as appropriate.

### Doctor and Patient

The Doctor and Patient (DP) theme constitutes 37.5% of the marks for HME301. DP is assessed both within each individual clinical rotation (10% per rotation = 60% of the total DP mark) and by an Objective Structured Clinical Examination (OSCE) of material covered in HME301 and HME302 at the end of Year 3 (40% of the total DP mark). Intra-rotation assessment has three components, the weighting of which varies slightly between rotations:\*

- a. 'case synthesis' The precise format and weighting will vary between rotations and may take the form of long case presentations, oral or written case commentaries or analyses, presentations of pre-operative assessments, completion of hospital admission notes, mental state examination presentations, or completion of written or oral referrals of patients with multiple problems.

- b. 'clinical skills assessment' The precise format and weighting will vary between rotations and may take the form of a brief clinical examination during a ward round (in the mini-clinical evaluation exercise, (mini-CEX) format), a focused presentation on a ward round, a written or oral referral of a less complicated patient or observed performance of one or more specified procedures.
- c. log book Each student will be required to complete and record 6-10 clinical activities in a log book during each rotation (e.g. admitting a patient, completing a drug chart or ordering investigations, inserting an intravenous line, attending operating or procedural sessions or participating in a multidisciplinary team meeting).

*\* Students enrolled in the IMMERSe program will undertake comparable assessment within the Doctor and Patient theme to that outlined above for hospital-based students, namely case synthesis components, clinical skills assessment components and logbook components for each of the 6 rotation Disciplines. Due to the integrated delivery of Disciplines in the IMMERSe program the precise format of some assessments within the IMMERSe program may vary from hospital-based rotations.*

### Knowledge of Health and Illness

The Knowledge of Health and Illness theme constitutes 37.5% of the marks for HME301 but there will be no summative assessment of KHI during HME301. A combined mark for HME301 and HME302 will be awarded based on performance in a 2.5 hour MCQ summative Progress Test at the end of Year 3.

Students will sit a 2.5 hour MCQ formative Progress Test during the School of Medicine Semester 1 examination period. The Progress Test will assess material covered in the six Year 3 clinical rotations and the four Year 4, Semester 1 rotations. Standard setting will be used to determine a pass score on the Progress Test for students completing HME301. Pass scores will also be determined for each clinical rotation completed during HME301 and for Pathology, Pharmacology and Imaging by addition of marks for all questions relevant to that rotation or discipline. Pass scores will also be determined for students undertaking the IMMERSe.

Students who do not achieve an overall pass score, a pass score for the clinical rotations they have completed or a pass score for Pathology, Pharmacology or Imaging will be reviewed by their Director of Clinical Studies, who will arrange additional support during HME302 as appropriate.

### Ethics Law and Professional Development

The Ethics, Law and Professional Development theme constitutes 12.5% of the marks for HME301. Assessment for ELPD is integrated across HME301 and HME302, and includes a 1500 word risk management (patient journey) assignment (30%), tutorial attendance and participation (35%), entries into a logbook and



journal with reflections on ELPD issues in clinical practice (35%).

### Doctors, Peoples, Cultures and Institutions

The Doctors, Peoples, Cultures and Institutions theme constitutes 12.5% of the marks for HME301. Assessment for DPCI is integrated across HME301 and HME302 based on entries into a personal and professional portfolio (approximately 1000 words per rotation).

### PRESCRIBED TEXTS

Students who are accepted into H311 Bachelor of Medicine Bachelor of Surgery will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

## HME302 – MEDICINE 3B

*Offered at:* (X<sup>^</sup>)

*Credit point(s):* 4

*Offerings:* Semester 2 enrolled credit points, 4; achievable credit points at the end of semester 2\*

*EFTSL value:* 0.500

*Cohort rule:* Available to H311 Bachelor of Medicine Bachelor of Surgery students only

*Unit chair:* J Watson (G)

*Note:*

- 1) *The third year of the Bachelor of Medicine Bachelor of Surgery course consists of two integrated semester units of four credit points each (HME301 and HME302).*
- 2) *^This unit is delivered in off campus mode, with online delivery of most curriculum materials to ensure that students working away from major centres are well supported.*
- 3) *\*Upon completion of HME301 students are awarded an initial grade of RP (Result not applicable) and are graded for both units at the completion of HME302.*

#### *Laptop computer requirement*

*Students enrolled in the BMBS require a wireless-enabled, personal laptop computer\* to undertake scheduled learning activities. Online teaching methods require internet access. Wireless access to the Deakin network is available within the teaching spaces of the Deakin Medical School.*

*\* Information about minimum computer standards will be communicated to students upon acceptance into the BMBS.*

### *Police Clearance and Working with Children requirements*

*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students will also be required to hold a current Working With Children Check and will also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

*\* Department of Human Services, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 26 May 2009.*

### CONTENT

HME302 represents the second half (semester 2) of Year 3 of the Bachelor of Medicine Bachelor of Surgery (BMBS) course. Year 3 consists of two semester-long Units, which are combined into an integrated year-long program of study of 8 credit points.

In Year 3, students begin a two year clinical attachment at one of four clinical schools and continue their study of the four themes of the BMBS. During Year 3, students will typically undertake the equivalent of three days of clinical activity, one day of formal teaching activities and one day of private study each week.

The four themes of the BMBS continue in Year 3. Teaching in the Knowledge of Health and Illness (KHI) and Doctor and Patient (DP) themes is fully integrated, comprising 75% of the Year 3 curriculum and assessment. During Year 3, students undertake six 7-week rotations at hospitals and other sites attached to the clinical schools: Medicine, Surgery, Musculoskeletal/Medicine, Children's Health, Women's Health and Mental Health. The Disciplines of Pathology, Pharmacology and Imaging are integrated across all six rotations. Three rotations are completed in semester 1 (HME301) and three in semester 2 (HME302). As the order of clinical rotations varies for individual cohorts of students, the grading of HME301 is combined with HME302 (semester 2) so that a year grade is awarded only after assessments in all rotations and themes have occurred.

The Ethics, Law and Professional Development (ELPD) and Doctors, Peoples, Cultures, and Institutions (DPCI) themes each comprise 12.5% of the Year 3 curriculum and its assessment. Teaching in these themes is integrated into the KHI/DP clinical rotations with additional study modules addressing a range of thematic topics.

Each year a group of students will undertake the Integrated Model of Medical Education in a Rural Setting (IMMERSe) in which the material contained in the six clinical rotations (including Pathology, Pharmacology and Imaging) is studied simultaneously during a year-long attachment to a regional general

practice. IMMERSe students study the same curriculum and undertake the same assessment as hospital-based students.

### ASSESSMENT

Student performance in HME301 and HME302 is assessed using a numerical scale of marks from 0–100% and graded as High Distinction (80% and over), Distinction (70%–79%), Credit (60–69%), Pass (50%–59%) or Fail (below 50%). There are a number of formative assessment tasks (including a mid-year Progress Test), which do not contribute to the final mark.

Grades will be calculated using the following weightings

1. End of Year 3 Progress Test = 37.5% of mark (100% of Knowledge of Health and Illness Theme)
2. End of Year 3 OSCE = 15% of mark (40% of Doctor and Patient Theme)
3. Rotations / IMMERSe ongoing assessments = 22.5% of mark (60% of Doctor and Patient Theme)
4. Ethics, Law and Professional Development ongoing assessments = 12.5% of mark
5. Doctors, Peoples, Cultures and Institutions ongoing assessments = 12.5% of mark

#### Hurdle requirements

Students are required to satisfactorily complete all rotations and must pass each theme to progress to HME401. Students are required to meet the attendance requirements of each of the six clinical rotations during HME301 and HME302 (or within the IMMERSe program) and to demonstrate competence in clinical assessments and assessment tasks associated with the ELPD and DPCI themes during each rotation (3-5 above). Students who do not meet these requirements or whose performance is borderline will be reviewed by their Director of Clinical Studies or by the ELPD or DPCI Coordinator, who will arrange support and / or reassessment as appropriate.

Students are also required to achieve a pass score for the combined assessments for each clinical rotation during HME301 and HME 302, and for Pathology, Pharmacology and Imaging. Rotation marks will be determined by combining marks for intra rotation (or IMMERSe) Doctor and Patient assessment with marks for performance in rotation specific MCQs in the end of Year 3 Progress Test and the marks for performance in rotation specific OSCE stations. Mark in Pathology, Pharmacology and Imaging will be determined by combining marks for performance in discipline specific MCQs and OSCE stations.

Students who do not achieve a pass score for all clinical rotations, or for Pathology, Pharmacology or Imaging will be reviewed by their Director of Clinical Studies, who may arrange supplemental assessment or a directed study program and/or a mandated elective in Year 4 as appropriate.

### Doctor and Patient

The Doctor and Patient (DP) theme constitutes 37.5% of the marks for HME301. DP is assessed both within each individual clinical rotation (10% per rotation = 60% of the total DP mark) and by an Objective Structured Clinical Examination (OSCE) of material covered in HME301 and HME302 at the end of Year 3 (40% of the total DP mark). Intra-rotation assessment has three components, the weighting of which varies slightly between rotations:\*

- a. 'case synthesis' The precise format and weighting will vary between rotations and may take the form of long case presentations, oral or written case commentaries or analyses, presentations of pre-operative assessments, completion of hospital admission notes, mental state examination presentations, or completion of written or oral referrals of patients with multiple problems.
- b. 'clinical skills assessment' The precise format and weighting will vary between rotations and may take the form of a brief clinical examination during a ward round (in the mini-clinical evaluation exercise, (mini-CEX) format), a focused presentation on a ward round, a written or oral referral of a less complicated patient or observed performance of one or more specified procedures.
- c. log book Each student will be required to complete and record 6-10 clinical activities in a log book during each rotation (e.g. admitting a patient, completing a drug chart or ordering investigations, inserting an intravenous line, attending operating or procedural sessions or participating in a multidisciplinary team meeting).

*\* Students enrolled in the IMMERSe program will undertake comparable assessment within the Doctor and Patient theme to that outlined above for hospital-based students, namely case synthesis components, OSCE preparation components and logbook components for each of the 6 rotation Disciplines. Due to the integrated delivery of Disciplines in the IMMERSe program the precise format of some assessments within the IMMERSe program may vary from hospital-based rotations.*

The Objective Structured Clinical Examination at the end of Year 3 comprises 10 to 15 stations which assess all six clinical rotations undertaken during HME301 and HME302) (0.5 day clinical examination). Standard setting will be used to determine a pass score for each station. Students will be graded for each OSCE station and their mark and grade determined from the sum of the scores for each station. Students with borderline scores will be provided with one opportunity for reassessment. Students who pass this reassessment will be automatically assigned a mark of 50% P for the OSCE, regardless of actual scored performance on the reassessment. Students who fail the OSCE will be awarded a fail (N) grade for HME301 and HME302. Students who fail will be required to repeat all components of Year 3.

### Knowledge of Health and Illness

A combined mark for HME301 and HME302 will be awarded based on performance in a 2.5 hour MCQ summative Progress Test during the School of Medicine semester 2 examination period. The Progress Test will assess material covered in the six Year 3 clinical rotations and the four Year 4, Semester 1 rotations. Standard setting will be used to determine a pass score on the Progress Test for students completing HME302. Students must achieve an overall pass mark on the Progress Test to be eligible to progress to HME401. Students who are assessed as borderline may be offered an opportunity for supplemental assessment, in which case a maximum grade of 50 P will be awarded for the Progress Test mark.

Students who have been assessed as having failed the Progress Test will be considered as having an unsatisfactory performance and will be awarded a fail (N) grade for HME301 and HME302. Students who fail will be required to repeat all components of Year 3.

### Ethics Law and Professional Development

The Ethics, Law and Professional Development theme constitutes 12.5% of the marks for HME301. Assessment for ELPD is integrated across HME301 and HME302, and includes a 1500 word ethics case analysis (50%) and entries into a personal and professional portfolio (50%).

Ethics case analysis (1 x 1500 words – due by the end of Semester 2); Personal and Professional Portfolio (approximately 500 words per rotation).

### Doctors, Peoples, Cultures and Institutions

The Doctors, Peoples, Cultures and Institutions theme constitutes 12.5% of the marks for HME301. Assessment for DPPI is integrated across HME301 and HME302 based on entries into a personal and professional portfolio (approximately 1000 words per rotation).

### PRESCRIBED TEXTS

Students who are accepted into H311 Bachelor of Medicine Bachelor of Surgery will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

## HME401 – MEDICINE 4A

*Offered at: (G)*  
*Credit point(s): 4*  
*Offerings: Semester 1\**

*EFTSL value: 0.500*  
*Cohort rule: Available to H311 Bachelor of Medicine Bachelor of Surgery students only*  
*Unit chair: J Watson (G)*

*Note: The fourth year of the Bachelor of Medicine Bachelor of Surgery course consists of two semester units of four credit points each (HME401 and HME402), which are combined into a single unit of eight credit points.*

*Department of Human Services policy*  
*In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students who fail to obtain a Police Record Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.*

*\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In Year 4 HME401, the majority of students continue a two-year clinical attachment to one of four clinical schools and continue their study of the four themes of the BMBS. During HME401, students will typically undertake the equivalent of three days of clinical activity, one day of formal teaching activities and one day of private study each week.

The four themes of the BMBS continue in HME401. Teaching in the Knowledge of Health and Illness (KHI) and Doctor and Patient (DP) themes is fully integrated, comprising 75% of the Year 4 curriculum and assessment. During HME401, students undertake four 5-week rotations at hospitals and other sites attached to the clinical schools: Emergency Medicine, Aged Care/ Palliative Care/ Rehabilitation, Intensive Care/ Anaesthetics/ Procedures, and General Practice. The Disciplines of Pathology, Pharmacology and Imaging are integrated across all four rotations. Four rotations are completed in Semester 1 of Year 4 (HME401). The order of clinical rotations will vary for individual cohorts of students.

The Ethics, Law and Professional Development (ELPD) and Doctors, Peoples, Cultures, and Institutions (DPCI) themes each comprise 12.5% of the Year 4 curriculum and its assessment. Teaching in these themes is integrated into the clinical rotations with additional study modules addressing a range of thematic topics.

Students who have undertaken the Integrated Model of Medical Education in Rural Settings (IMMERSe) in year 3 (HME301/302) will be based at hospital sites for HME401, and will undertake the same assessments as other students within the Unit.

### ASSESSMENT

Student performance is assessed in a numerical scale of marks from 0-100% and graded as High Distinction (80% and over), Distinction (70%-79%), Credit (60-69%), Pass (50%-59%) or Fail (below 50%). There are a number of formative assessment tasks which do not contribute to the final mark.

Students are required to meet the attendance requirements of each of the three clinical rotations during HME401 and to demonstrate competence in clinical assessments and assessment tasks associated with the ELPD and DPCI themes during each rotation (see below).

Students who do not meet these requirements or whose performance is borderline will be reviewed by their Director of Clinical Studies or by the ELPD or DPCI Coordinator, who will arrange support and / or reassessment as appropriate.

### Doctor and Patient

The Doctor and Patient (DP) theme constitutes 37.5% of the marks for HME401. DP is assessed both within each individual clinical rotation (15% per rotation = 60% of the total DP mark) and by an Objective Structured Clinical Examination (OSCE) of material covered in HME301, HME302 and HME401 at the end of Year 4, Semester 1 (40% of the total DP mark). Intra-rotation assessment has three components, the weighting of which varies slightly between rotations:\*

- a. 'case synthesis' The precise format and weighting will vary between rotations and may take the form of long case presentations, oral or written case commentaries or analyses, presentations of pre-operative assessments, completion of hospital admission notes, mental state examination presentations, or completion of written or oral referrals of patients with multiple problems.
- b. 'clinical skills assessment'. The precise format and weighting will vary between rotations and may take the form of a brief clinical examination during a ward round (in the mini-clinical evaluation exercise, (mini-CEX) format), a focused presentation on a ward round, a written or oral referral of a patient or observed performance of one or more specified procedures.

- c. log book Each student will be required to complete and record 6-10 clinical activities in a log book during each rotation (e.g. admitting a patient, completing a drug chart or ordering investigations, inserting an intravenous line, attending operating or procedural sessions or participating in a multidisciplinary team meeting).

### Knowledge of Health and Illness

The Knowledge of Health and Illness theme constitutes 37.5% of the marks for HME401. A mark for HME401 will be awarded based on performance in a 2.5 hour MCQ summative Progress Test at the end of HME401.

The Progress Test is a continuation of the assessment mode used in HME301/302. Students will sit a 2.5 hour MCQ summative Progress Test during the School of Medicine Semester 1 examination period. The Progress Test will assess material covered in the six Year 3 clinical rotations and the four Year 4, Semester 1 rotations. Standard setting will be used to determine a pass score on the Progress Test for students completing HME401. Pass scores will also be determined for each clinical rotation completed during HME401 and for Pathology, Pharmacology and Imaging by addition of marks for all questions relevant to that rotation or discipline.

Students who do not achieve an overall pass score, a pass score for the clinical rotations they have completed or a pass score for Pathology, Pharmacology or Imaging will be reviewed by their Director of Clinical Studies, who will arrange additional support during HME402 as appropriate.

### Ethics Law and Professional Development

The Ethics, Law and Professional Development theme constitutes 12.5% of the marks for HME401. Assessment for ELPD includes preparation and participation in a hypothetical presentation (including a 1500 word written submission) (36%), participation in 4 interactive, online MedeSims with an end of life focus (32%) and tutorial attendance and short quiz results (32%).

### Doctors, Peoples, Cultures and Institutions

The Doctors, Peoples, Cultures and Institutions theme constitutes 12.5% of the marks for HME401. Assessment for DPCI is based on entries into a personal and professional portfolio (approximately 1000 words per rotation).

### PRESCRIBED TEXTS

Students will be provided with a booklist detailing prescribed and recommended textbooks. Students will also be directed to supplemental electronic resources within the Deakin University Library. Self-directed learning through investigations of the literature is an important learning strategy for all themes of the Deakin medical course.

## HME402 – MEDICINE 4B

Offered at: (G)  
Credit point(s): 4  
Offerings: Semester 2\*

EFTSL value: 0.500  
Cohort rule: (Available to H311 Bachelor of Medicine Bachelor of Surgery students only)  
Unit chair: C Shaw (G)

Note: The fourth year of the Bachelor of Medicine Bachelor of Surgery course consists of two semester units of four credit points each (HME401 and HME402), which are combined into a single unit of eight credit points.

Department of Human Services policy  
In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. Students who fail to obtain a Police Record Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

HME401 and HME402 represents the fourth year of the Bachelor of Medicine Bachelor of Surgery course. It consists of two semester units of four credit points, which are combined into a single unit of eight credit points.

### ASSESSMENT

Standard setting is used to determine the passing score in all written assessments. Students must obtain pass grades in all designated assessments and all themes to obtain a pass in the Unit. Only ungraded pass (UP) or fail (F) grades are awarded in HME401 and HME402.

## HME701 – CLINICAL LEADERSHIP 1: SYSTEM AND STRATEGY

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: Must be enrolled in H702 Master of Clinical Leadership  
Unit chair: G Phelps (G)  
Contact hours: 36 hours in one 5 day residential

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to provide students with a comprehensive understanding of the Australian healthcare system, its policy and strategic contexts, and of issues currently facing the Australian healthcare system. Clinical leadership will be introduced in the context of a wider discussion about leadership of systems. Students will hear from industry and experts and will have an opportunity to explore contemporary system level leadership challenges through group based interactions and assessment tasks.

### ASSESSMENT

Written assignment (3000 words) 50%, group presentation (30 minutes) 35%, written reflective piece (1500 words) 15%

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## HME702 – CLINICAL LEADERSHIP 2: THE ORGANISATION

Offered at: (G)  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Must be enrolled in H702 Master of Clinical Leadership  
Unit chair: G Phelps (G)  
Prerequisite: HME701  
Contact hours: 36 hours in one 5 day residential

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to provide students with a comprehensive understanding of the role of the healthcare organisation in the Australian healthcare system. The impact of Clinical leadership will be discussed in the context of a wider discussion about leadership of organisations within a system context.

Students will hear from industry and experts and will have an opportunity to explore contemporary system level leadership challenges through group based interactions and assessment tasks.

#### ASSESSMENT

Written assignment (3000 words) 50%, group presentation (30 minutes) 35%, written reflective piece (1500 words) 15%

## HME703 – CLINICAL LEADERSHIP 3: CLINICIANS CONSUMERS AND THEIR SYSTEM

*Offered at: (G)*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in H702 Master of Clinical Leadership*

*Unit chair: G Phelps (G)*

*Prerequisite: HME702*

*Contact hours: 36 hours in one 5 day residential*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide students with a comprehensive understanding of the delivery arm of the Australian healthcare system – the clinical context and its relationship with the consumer context. In addition, the unit will consider the policy and strategic issues currently facing those who provide and receive healthcare within the Australian healthcare system. Clinical leadership will be further expanded in the context of the clinical engagement. Clinical leadership will be introduced in the context of a wider discussion about leadership of systems. Students will hear from industry and experts and will have an opportunity to explore contemporary clinical service level leadership challenges through group based interactions and assessment task based in a personal clinical improvement project.

#### ASSESSMENT

Written assignment (3000 words) 40%, individual presentation (20 minutes) 40%, written reflective piece (1500 words) 20%

## HMF701 – AGRICULTURAL HEALTH AND MEDICINE

*Offered at: (H\*)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Brumby (G)*

*Campus contact: Susan Brumby, Director, Centre for Farmer Health, Telephone: +61 3 5551 8460, email: susan.brumby@deakin.edu.au*

*Contact hours: Trimester 1: This unit will run in block mode from Monday 27 February to Friday 2 March 2012*

*\* Location: The Auditorium, Western District Health Service, Foster Street, Hamilton, VIC, 3300*

*Will include trips to local agricultural workplaces during the week.*

*There are air, rail and bus services to Hamilton, it is 3.5 hours drive from Melbourne, 2.5 hours from Geelong and 1 hour from Warrnambool.*

*Accommodation can be organised by the NCFH staff. Trimester 2: This unit will run in block mode. Students have two choices:*

*18 June to 22 June at Toowoomba (CEDAR Centre) OR*

*2 July to 6 July at Bundaberg (QRME Northern Office)*

*Note: Scholarships are available for this unit, please refer to the Farmer Health website*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit addresses the health and safety concerns commonly encountered by the agricultural workforce in rural and remote Australia. The poor physical and behavioural health of rural Australians is well established. This unit aims to improve understanding of the common causes of disease, mental illness and work related injury that adversely affect the health and well-being of the human resource in agricultural industries, including obesity and diabetes, cancers, zoonotic infections, physical trauma, behavioural health, addiction and agricultural safety. A better knowledge of these factors will improve the effectiveness of current strategies aimed at improving the health outcomes of farming communities and the agricultural workforce.

#### ASSESSMENT

Two online multi-choice tests 50%, group development of materials 30%, Team Based Learning exercise 20%

## HMF702 – HEALTHY AND SUSTAINABLE AGRICULTURAL COMMUNITIES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Brumby (NCFH)*  
*Campus contact: Susan Brumby, Director, Centre for Farmer Health, Telephone: +61 3 5551 8460, email: susan.brumby@deakin.edu.au*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit addresses social, cultural and environmental factors that result in high rates of lifestyle disease, unsafe work practices and raised levels of mental illness amongst agricultural workers, their families and communities. This unit aims to improve the understanding of the diverse and intergenerational factors leading to this health imbalance by highlighting the key determinants of agricultural health and medicine both in Australia and internationally. Important agricultural topics covered in this unit include provision of safe work environment, access to health and education services, health literacy, social isolation, biosecurity, rural networks, the physical, mental and social impact of climate variability and agricultural lifestyle disease. A better knowledge of these factors will improve the effectiveness of current health, education and community interventions and promote health as a cornerstone to the sustainability and productivity of rural and remote communities.

### ASSESSMENT

Written assignment (2000 to 2500 words) 40%; 2 online tests 40% (approximately 1 hour each, 20% for each test); online exercises 20% (comprising input to online discussions 15% and case studies 5%)

## HMH401 – DEVELOPING RESEARCH SKILLS

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Cohort rule: Must be enrolled in H413 Bachelor of Health and Medical Sciences (Honours)*  
*Unit chair: N Konstantopoulos (G)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This honours unit will complement the work of research supervisors by teaching and developing selected skills which are important in research and advantageous in careers other than research. Topics to be addressed include effective written and verbal communication skills, the presentation and defence of a research proposal, the preparation of a written research proposal, and the writing of a literature review.

### ASSESSMENT

Literature review (3000 words) 50%, research proposal 25%, oral presentation of final research findings (15 minutes for presentation and 5 minutes question time) 25%

## HMH402 – HONOURS RESEARCH PROJECT

*Offered at: (G)*  
*Credit point(s): 4*  
*Offerings: Trimester 2*

*EFTSL value: 0.500*  
*Cohort rule: Must be enrolled in H413 Bachelor of Health and Medical Sciences (Honours)*  
*Unit chair: J Stambas (G)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The range of topics is diverse. Students will be required to select a topic in which they have undertaken prior (third-year) study, and to undertake original research on the topic with the guidance of a supervisor.

### ASSESSMENT

Thesis (12 000 words) 100%

## HMO101 – PRINCIPLES OF OPTICS

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in H310 Bachelor of Vision Sciences*

Unit chair: Z Najdovski (G)  
 Contact hours: 2 x 1 hour lectures per week, 6 x 1 hour tutorials, 6 x 2 hour practicals.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Specific topics include the physical nature of light, colour, infrared, reflection, refraction, plane and curved mirrors, thin and thick lenses, ray tracing, stereoscopy, polarisation and modern optical systems. The unit will also consider these optical principles in applications, such as multi-touch screens, night goggles, telescopes, digital and speed cameras, fibre-optics, 3D cinema and flat screen televisions.

### ASSESSMENT

6 multiple choice quizzes 25%, written assignment (1200 words) 30%, multi-media group project 45%

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## HMO102 – SCIENCE OF VISION 1

Offered at: (G)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Cohort rule: Must be enrolled in H310 Bachelor of Vision Science  
 Unit chair: H Chinnery (G)  
 Contact hours: 2 hours of lectures and two hours of tutorials per week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

In this unit, students will encounter some of the fascinating research that has brought us to our current understanding of various aspects of the visual system. Using vision science research as exemplars, students will develop an understanding and appreciation of the academic culture of scientific research. This unit aims to teach students the essential and lifelong skills of sourcing, reading and writing about vision science research in the appropriate scientific style. These skills are essential in order for future optometrists to make clinical decisions using evidence-based practice. Another equally important aim of the unit is for the student to develop essential skills in team-based learning. Topics include the scientific method, anatomy of a research paper, retrieving credible scientific material, scientific writing, peer review and scientific communication.

### ASSESSMENT

E-portfolio (500 words) 12.5%, Endnote exercise 12.5%  
 Group assignment 35% (group oral presentation with each student presenting for 2-3 minutes, [total 15 minutes per group, 30%] and short written plan [250 words, 5%]).

Team-based learning assessment 40% (3 x individual quizzes [total 15%], 3 x team quizzes [total 9%], 3 x written team application exercises (total 150 words per group member, [total 9%]) and 1 x peer evaluation (7%).

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## HMO201 – SCIENCE OF VISION 2

Offered at: (G)  
 Credit point(s): 1  
 Offerings: Trimester 3

EFTSL value: 0.125  
 Cohort rule: Must be enrolled in H310 Bachelor of Vision Science  
 Unit chair: S Bentley (G)  
 Prerequisite: HMO102  
 Contact hours: 2 hours of lectures and 2 hours of tutorials per week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Building on the prerequisite unit, Science of Vision 1, students will continue to develop an understanding and appreciation of scientific research and evidence-based practice. Students will encounter more of the fascinating research that has informed our current understanding of the visual system. Aims for students taking this unit include further development of the essentials of reading, writing and appraising vision science research, as well as refinement of skills in teamwork and peer review. Topics include scientific research methods, introductory statistics, critical appraisal, ethics, grants and being a researcher.

### ASSESSMENT

Team quizzes 10%; literature review – written team assignment (1500 words) 10%, peer review of assignments 10%, individual contribution 5% and peer review of team members 5%; critical appraisal of a scientific article – written individual assignment (750-1000 words) 30% and oral presentation 5%; examination – open book (1 hour) 25%



## HMO203 – HEALTH AND VISION SCIENCES 1

Offered at: (G)  
Credit point(s): 2  
Offerings: Trimester 1

EFTSL value: 0.250  
Cohort rule: Must be enrolled in H310 Bachelor of Vision Science  
Unit chair: TBA  
Corequisite: HMO204  
Contact hours: 2 x 2.5 hours problem-based learning tutorials, up to 5 hours of supporting lectures, tutorials and practicals

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit commences 2013

### CONTENT

In this unit students will gain a foundation in the physical and biomedical sciences underpinning optometric practice. Students will engage in problem-based learning cases drawn from simple and common optometric conditions particularly those associated with developmental and refractive orders of vision. Lectures, practical and tutorials will be offered in support of the problem-based sessions. Some cases in ocular disease and therapy and systemic disorders of vision will also be covered. The physical and biomedical sciences will include anatomy, physiology, optical physics, pharmacology, pathology, immunology and microbiology.

### ASSESSMENT

Written assignment (3000 words) 37.5%, progress tests (2 x 1 hour) 25%, integrated case examinations (2 x 1.5 hours each) 37.5%

## HMO204 – PRINCIPLES AND PRACTICE OF OPTOMETRY 1

Offered at: (G)  
Credit point(s): 2  
Offerings: Trimester 1

EFTSL value: 0.250  
Cohort rule: Must be enrolled in H310 Bachelor of Vision Science  
Unit chair: TBA  
Corequisite: HMO203  
Contact hours: 1 x 3 hour and 1 x 1 hour clinical skills tutorials, up to 5 hours of supporting lectures, seminars, tutorials in law and ethics, professional practice and public health

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit commences 2013

### CONTENT

In this unit students will gain skills in simple history-taking and patient examination. They will also be introduced to other competencies defined by the Optometry Council of Australia and New Zealand (OCANZ) including diagnosis, patient management and recording of clinical data. They will explore legal and ethical issues drawn from the problem-based learning cases presented in HMO203 and gain knowledge and skills in professional practice associated with the cases. Finally they will consider the public and population health implications in identifying and managing the conditions presented in the cases.

### ASSESSMENT

E-portfolio (2000 words) 25%, written assignment (2000 words) 25%, series of direct observations of student performance of competencies 50%

## HMO303 – HEALTH AND VISION SCIENCES 2

Offered at: (G)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Cohort rule: Must be enrolled in H310 Bachelor of Vision Science  
Unit chair: TBA  
Prerequisite: HMO203  
Corequisite: HMO304  
Contact hours: 2 x 2.5 hours problem-based learning tutorials, up to 5 hours of supporting lectures, tutorials and practicals

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit commences 2013

### CONTENT

In this unit students will build on and extend their foundations from previous studies in HMO203 in the physical and biomedical sciences underpinning optometric practice to a more complex level. Students will engage in further problem-based learning cases drawn from simple and common optometric conditions particularly those associated with developmental and refractive orders of vision. Lectures, practical and tutorials will be offered in support of the

problem-based sessions. Some cases in ocular disease and therapy and systemic disorders of vision will also be covered. The physical and biomedical sciences will include anatomy, physiology, optical physics, pharmacology, pathology, immunology and microbiology.

#### ASSESSMENT

Written assignment (3000 words) 37.5%, progress tests (2 x 1 hour) 25%, integrated case examinations (2 x 1.5 hours each) 37.5%

## HMO304 – PRINCIPLES AND PRACTICE OF OPTOMETRY 2

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Cohort rule: Must be enrolled in H310 Bachelor of Vision Science*  
*Unit chair: TBA*  
*Prerequisite: HMO204*  
*Corequisite: HMO303*  
*Contact hours: 1 x 3 hour and 1 x 1 hour clinical skills tutorials, up to 5 hours of supporting lectures, seminars, tutorials in law and ethics, professional practice and public health*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2013*

#### CONTENT

In this unit students will gain skills in history-taking and patient examination. They will also apply other competencies defined by the Optometry Council of Australia and New Zealand (OCANZ) including diagnosis, patient management and recording of clinical data. They will explore in more detail legal and ethical issues drawn from the problem-based learning cases presented in HMO303 and gain knowledge and skills in professional practice associated with the cases. Finally they will consider in more detail the public and population health implications in identifying and managing the conditions presented in the cases.

#### ASSESSMENT

E-portfolio (2000 words) 25%, written assignment (2000 words) 25%, series of direct observations of student performance of competencies 50%

## HMO305 – HEALTH AND VISION SCIENCES 3

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 3*

*EFTSL value: 0.250*  
*Cohort rule: Must be enrolled in H310 Bachelor of Vision Science*  
*Unit chair: TBA*  
*Prerequisite: HMO303*  
*Corequisite: HMO306*  
*Contact hours: 2 x 2.5 hours problem-based learning tutorials, up to 5 hours of supporting lectures, tutorials and practicals*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2013*

#### CONTENT

In this unit students will build on, extend and consolidate their foundations from previous studies in HMO203 and HMO303 in the physical and biomedical sciences underpinning optometric practice to a more complex level. Students will engage in further problem-based learning cases drawn from simple and common optometric conditions including those associated with developmental and refractive orders of vision, ocular diseases and therapy and systemic disorders of vision. Lectures, practical and tutorials will be offered in support of the problem-based sessions. The physical and biomedical sciences will include anatomy, physiology, optical physics, pharmacology, pathology, immunology and microbiology.

#### ASSESSMENT

Written assignment (3000 words) 37.5%, progress tests (2 x 1 hour) 25%, integrated case examinations (2 x 1.5 hours each) 37.5%

## HMO306 – PRINCIPLES AND PRACTICE OF OPTOMETRY 3

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 3*

*EFTSL value: 0.250*  
*Cohort rule: Must be enrolled in H310 Bachelor of Vision Science*  
*Unit chair: TBA*  
*Prerequisite: HMO304*  
*Corequisite: HMO305*

*Contact hours: 1 x 3 hour and 1 x 1 hour clinical skills tutorials, up to 5 hours of supporting lectures, seminars, tutorials in law and ethics, professional practice and public health*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2013*

### CONTENT

In this unit students will gain further skills in history-taking and patient examination and apply other competencies defined by the Optometry Council of Australia and New Zealand (OCANZ) including diagnosis, patient management and recording of clinical data. They will explore in more detail legal and ethical issues drawn from the problem-based learning cases presented in HMO305 and gain knowledge and skills in professional practice associated with the cases. Finally they will consider in more detail the public and population health implications in identifying and managing the conditions presented in the cases.

### ASSESSMENT

E-portfolio (2000 words) 25%, written assignment (2000 words) 25%, Objective Structured Clinical Examinations (OSCEs) (2 x 2 hours) 50%

## HMO701 – ADVANCED OPTOMETRIC STUDIES 1

*Offered at: (G)  
Credit point(s): 4  
Offerings: Trimester 1*

*EFTSL value: 0.500  
Cohort rule: Must be enrolled in H710 Master of Optometry  
Unit chair: TBA  
Contact hours: 2 x 2.5 hours problem-based learning tutorials, 1 x 3 hours and 1 x 1 hour clinical skills tutorials, up to 10 hours of supporting lectures, tutorials, practicals and seminars in basic sciences, law and ethics, professional practice and public health*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2014*

### CONTENT

In this unit students will extend and reinforce their understanding of the physical and biomedical sciences underpinning optometric practice. Students will engage in problem-based learning cases drawn from common and more complex optometric conditions associated

with developmental and refractive disorders of vision, ocular diseases and therapy and systemic disorders of vision. Lectures, practical and tutorials will be offered in support of the problem-based sessions. Students will also gain the competencies for optometric practice defined by the Optometry Council of Australia and New Zealand (OCANZ) including history-taking, patient examination, diagnosis, patient management and recording of clinical data. They will explore in detail legal and ethical issues and gain knowledge and skills in professional practice associated with the problem-based learning cases. Finally they will consider in detail the public and population health implications in identifying and managing the conditions presented in the cases.

### ASSESSMENT

E-portfolio (3000 words) 15%, written assignments (6000 words) 30%, progress test (2 x 1.5 hours) 15%, integrated case examinations (2 x 2 hours) 20%, series of direct observations of student performance of competencies 20%

## HMO702 – ADVANCED OPTOMETRIC STUDIES 2

*Offered at: (G)  
Credit point(s): 4  
Offerings: Trimester 2  
EFTSL value: 0.500  
Cohort rule: Must be enrolled in H710 Master of Optometry  
Unit chair: TBA  
Prerequisite: HMO701  
Contact hours: 2 x 2.5 hours problem-based learning tutorials, 1 x 3 hours and 1 x 1 hour clinical skills tutorials, up to 10 hours of supporting lectures, tutorials, practicals and seminars in basic sciences, law and ethics, professional practice and public health*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2014*

### CONTENT

In this unit students will continue to extend and reinforce their understanding of the physical and biomedical sciences underpinning optometric practice. Students will engage in problem-based learning cases drawn from common and more complex optometric conditions associated with developmental and refractive disorders of vision, ocular diseases and therapy and systemic disorders of vision. Lectures, practical and tutorials will be offered in support of the problem-based sessions. Students will also gain and consolidate the competencies for optometric practice defined by the Optometry Council of Australia and

New Zealand (OCANZ) including history-taking, patient examination, diagnosis, patient management and recording of clinical data. They will explore in detail legal and ethical issues and gain knowledge and skills in professional practice associated with the problem-based learning cases. Finally they will consider in detail the public and population health implications in identifying and managing the conditions presented in the cases.

#### ASSESSMENT

E-portfolio (3000 words) 15%, written assignments (6000 words) 30%, progress tests (2 x 1.5 hours) 15%, integrated case examinations (2 x 2 hours) 20%, direct observations of student performance of competencies 20%

## HMO703 – COMMUNITY OPTOMETRY 1

*Offered at: (G)*  
*Credit point(s): 4*  
*Offerings: Trimester 3*

*EFTSL value: 0.500*  
*Cohort rule: Must be enrolled in H710 Master of Optometry*  
*Unit chair: TBA*  
*Prerequisite: HMO702*  
*Contact hours: The equivalent of four days per week placement in community settings supported by access to online learning experiences.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2014*

#### CONTENT

In this unit students will undertake clinical placements in community optometry settings in metropolitan, rural and regional Victoria for the equivalent of four days per week. Their learning will be supported by access to online learning materials with up to one day per week devoted to private study. Students will extend their previous learning of the competencies for optometry practice defined by the Optometry Council of Australia and New Zealand (OCANZ) through application in the community optometry settings. There will be particular attention to assessment and prescribing of pharmacological interventions for common conditions in optometry. The experience gained will enable students to analyse and reflect upon legal and ethical issues; professional, management and business development; and the social, public and population health context of optometry practice.

#### ASSESSMENT

E-portfolio (3000 words) 15%, written assignment (3000 words) 15%, progress test (2 x 1.5 hours) 15%, integrated case examinations (2 x 2 hours) 15%, mini-CEX (3 x 1.5 hours) 25%, supervisor report 15%

## HMO704 – COMMUNITY OPTOMETRY 2

*Offered at: (G)*  
*Credit point(s): 4*  
*Offerings: Trimester 1*

*EFTSL value: 0.500*  
*Cohort rule: Must be enrolled in H710 Master of Optometry*  
*Unit chair: TBA*  
*Prerequisite: HMO703*  
*Contact hours: The equivalent of four days per week placement in community settings supported by access to online learning experiences.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Unit commences 2015*

#### CONTENT

In this unit students will undertake clinical placements in extended community optometry settings in metropolitan, rural and regional Victoria for the equivalent of four days per week. Their learning will be supported by access to online learning materials with up to one day per week devoted to private study. Students will extend their previous learning of the competencies for optometry practice defined by the Optometry Council of Australia and New Zealand (OCANZ) to graduate level through application in the community optometry settings. There will be particular attention to assessment and prescribing of pharmacological interventions for common conditions in optometry. The experience gained will enable students to analyse, reflect upon and consolidate their understanding of legal and ethical issues; professional, management and business development; and the social, public and population health context of optometry practice.

#### ASSESSMENT

E-portfolio (2000 words) 10%, written assignment (2000 words) 10%, progress test (2 x 1 hour) 10%, mini-CEX (2 x 1.5 hours) 15%, Objective Structured Clinical Examinations (OSCEs) (2 x 2 hours) 20%, supervisor report 35%

## HND701 – THE PATHOPHYSIOLOGY OF DIABETES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: HSD701*  
*Unit chair: K Crawford (B)*  
*Incompatible with: HSN720*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit develops an understanding of the anatomy, physiology and pathology of Diabetes Mellitus (DM) and its complications. It enables the student to understand the relationship between this pathophysiology and methods of treatment of DM. On completion of the unit, students will be aware of the epidemiology and its complications and their impact in macroeconomic and social terms. Students will understand the concept and practice of health maintenance in the context of DM.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

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## HND702 – MANAGEMENT OF DIABETES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: HSD702*  
*Unit chair: K Crawford (B)*  
*Prerequisite: HSD701 or HND701*  
*Incompatible with: HSN720*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to understand the principles and practical application of methods of diabetes management – particularly diet, medication and lifestyle changes. The unit recognises the singularity of each person with diabetes, and the need to tailor management and education to each individual's requirements. The students will gain understanding of the educator's role in a multidisciplinary team and appreciate the team approach to diabetes care based in current National Standards of Practice for Diabetes Educators. The unit will provide students with the ability to recognise and appropriately advise in a diabetic emergency and to deliver accurate and current information to people with diabetes based on best evidence-based practice.

### ASSESSMENT

Assignment 1 (2500 words) 50%, assignment 2 (2500 words) 50%

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## HND731 – LEARNING AND TEACHING FOR HEALTH PROFESSIONALS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: HND631*  
*Unit chair: B Rasmussen (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers comprehensive perspectives of learning and teaching as well as more specific ways of promoting and engaging in health education and health promotion. It has been designed to encourage practitioners in the field of health care education to examine and reflect on their methods of teaching. The first section presents information about the broader theoretical issues of learning and teaching which may influence the teaching process. The relationship between these theoretical concepts and the practice of education is constantly emphasised. The last part of the unit facilitates those skills necessary for educators such as practitioners in the field of diabetes education to implement and evaluate health education programs.

### ASSESSMENT

Assignment (2000 words) 40%, assignment (3000 words) 60%

## HND732 – DIABETES IN PROFESSIONAL CONTEXTS

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: HND632  
Unit chair: C McNamara (G)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit explores what it means to be diagnosed with diabetes; the problems of adjusting to chronic illness and the role of family, friends and health professionals in that adjustment. The unit draws on nursing, psychological and sociological perspectives to clarify the different problems that an individual with diabetes encounters and to formulate appropriate caring strategies. The role of a diabetes educator in relation to current practice guidelines, the concepts of empowerment and health promotion is discussed, as is the diabetes educator's role in multidisciplinary teams within the health care system. The relationship between people with diabetes and health professionals and its impact on clinical outcomes underpins the unit, and strategies to facilitate good clinical communication, empowerment, and health promotion are provided. Students will explore a number of approaches to caring for people with diabetes and analyse their effectiveness.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 comprises two parts:

- Part A: On-line assessment of ADEA modules (Chronic Condition Self-Management Program) (1000 words) 15% and
- Part B: Patient case study from the students' clinical practice (2000 words) 45%

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## HNM111 – INTRODUCTION TO MIDWIFERY PRACTICE

Offered at: (B, S, W, CBD)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit

Unit chair: S Stelfox (B)  
Campus contact: K Morison (S) E Guiney (W)  
Prerequisite: HNN120

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This midwifery specific unit forms part of the Professional Studies in Nursing and Midwifery cluster and it introduces students to the local and global issues influencing midwifery practice. In this unit students are provided with the opportunity to examine the role of the midwife and the political processes influencing the status and practice of midwifery in contemporary society. Legal and ethical standards expected of the midwife; concepts and principles of the midwife's role for clinical risk management, practicing in multidisciplinary teams and in collaboration with other health professionals; and safety in models of care are also addressed. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a one (1) week clinical placement.

### ASSESSMENT

Assignment: 40% (equivalent to 1000 words)  
This assessment will allow students to increase their knowledge of the midwife's role by learning about the journey related to Continuity of Care experiences. To be able to do this, students will apply theoretical concepts related to the scope of professional midwifery practice.

Assignment: 60% (equivalent to 2000 words)  
This assessment will allow students to increase their knowledge of the midwife's role and responsibilities as a primary health practitioner. To be able to do this, students will apply theoretical knowledge related to midwifery practice.

Clinical assessment: Pass/Fail (equivalent to 500 words)  
Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing a one (1) week practicum together with the completion of documenting their midwifery experiences in the Midwifery Portfolio. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment as pass/fail gradings.

Midwifery Portfolio (equivalent to 500 words)  
To meet the Nursing and Midwifery Board of Australia's midwife endorsement requirements students, upon completion of clinical placement, are required to submit their Midwifery Portfolio.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

## HNM213 – THE WOMAN DURING PREGNANCY

*Offered at: (B, S, W, CBD)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit  
Unit chair: C Nagle (S)  
Campus contact: D McCoull (B), E Guiney (W)  
Prerequisite: HNM111, HNN114, HNN122*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of the five Clinical Studies in Nursing and Midwifery Year 2 cluster. This midwifery specific unit will extend students' knowledge of anatomy and physiology related to human reproduction. Key concepts to be addressed include the artificial reproductive technologies; changes that occur in the woman from conception until term of pregnancy and

embryo and fetal development and circulation; and screening and diagnostic tests. Students are provided with the opportunity to develop the necessary health assessment skills required to examine a woman during pregnancy and to implement evidence-based midwifery care to support healthy pregnancy of a woman. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a two (2) week clinical placement.

### ASSESSMENT

**Assignment: 40%** (equivalent to 1000 words)  
This assessment will allow students to increase their knowledge and understanding of the changes experienced by women during pregnancy. Students will need to apply this knowledge in midwifery practice settings.

**Examination: 60%** (2 hours)  
Formal written examination will cover all aspects of the unit. The examination will consist of multiple choice and short answer questions incorporating all unit content. The examination will require students to demonstrate understanding of the anatomical and physiological adaptations of the woman during pregnancy and related care; human growth and development from the time of conception until term of pregnancy.

Commence Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

**Clinical assessment: Pass/Fail** (equivalent to 500 words)  
Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing a two (2) week practicum together with the completion of documenting their midwifery experiences and the completion of any associated Midwifery Practice Learning Tools for this unit. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment as pass/fail gradings.

Midwifery Practice Learning Tools:

- Ongoing pregnancy care
- Abdominal palpation of the pregnant woman
- Parenting Education for the woman and her family

Midwifery Portfolio (equivalent to 500 words)  
To meet Nursing and Midwifery Board of Australia's midwife registration requirements students, upon completion of clinical placement, are required to submit their Midwifery Portfolio.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM214 – THE WOMAN DURING LABOUR AND BIRTH

*Offered at: (B, S, W, CBD)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit  
Unit chair: C Nagle (S)  
Campus contact: D McCoull (B), E Guiney (W)  
Prerequisite: HNM213*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is the second midwifery specific unit in the Clinical Studies in Nursing and Midwifery 2 cluster. In this unit principles of midwifery care during labour, birth and the immediate time after giving birth are the focus. The content builds on the previous units studied and extends students knowledge and skills in relation to caring for women during each phase

of labour and immediately following birth. The unit provides opportunities for students to further develop their knowledge of the anatomy and physiology which underpins the process of human reproduction as applied to a woman in labour. Students will also examine pharmacological and non-pharmacological interventions used to relieve pain during labour and birth and midwifery care strategies to support the woman during labour, following birth and care of the newborn infant. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a two (2) week clinical placement.

### ASSESSMENT

Written report: 40% (equivalent to 1000 words)  
This report will allow students to increase their knowledge and understanding of the anatomy and physiological changes experienced by women during labour and birth. Students will need to apply this knowledge in midwifery practice settings.

Examination: 60% (1.5 hours closed book, equivalent to 1500 words)

Formal written examination will cover all aspects of the unit. The examination will consist of multiple choice and short answer questions incorporating all unit content. The examination will require students to demonstrate understanding of the anatomical and physiological adaptations of the woman during labour and birth, rationales for care, and physiological adaptations of the newborn infant to extrauterine life.

Clinical assessment: Pass/Fail (equivalent to 1000 words)

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing a two (2) week practicum together with the completion of documenting their midwifery experiences and the completion of any associated Midwifery Skills for this unit. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment. To pass the competency assessment a minimum grade of "assisted" must be obtained for all elements.



### Midwifery Skills:

- Care of the woman on admission to the birth environment
- Care of the woman progressing in labour
- Reception and care of the newborn

### Midwifery Portfolio (equivalent to 500 words)

To meet the Nursing and Midwifery Board of Australia's midwife registration requirements students, upon completion of clinical placement, are required to submit their Midwifery Portfolio.

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM216 – THE WOMAN AND NEWBORN INFANT

*Offered at: (B, S, W, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: S Stelfox (B)*

*Campus contact: M Pszczolkowski (S), E Guiney (W)*

*Prerequisite: HNM214*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit forms part of the Clinical Studies in Nursing and Midwifery Year 3/4 cluster and continues to build and extend students' knowledge, skills and attributes in the speciality area of midwifery practice. The aim of this unit is to introduce students to various aspects of postnatal care for the woman and her infant. This will provide opportunity for students to examine the normal maternal physiological changes that occur in the postnatal phase and the adaptations required of the newborn infant. Students will explore midwifery management strategies to support the health education needs of a woman such as infant feeding options, immunisation, infant safety and the potential emotional changes that may be experienced by the woman following birth. The legal responsibilities of the midwife in relation to mandatory reporting and child protection will be scrutinised, and collaboration in multidisciplinary approaches to care. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a two (2) week clinical placement.

### ASSESSMENT

Online test: 40% (2 x 30 minutes equivalent to 1000 words)

Online tests will allow students to increase their knowledge and understanding of the anatomy and physiological changes experienced by the woman and the newborn infant following birth. Students will need to apply this knowledge in midwifery practice settings.

Examination: 60% (1.5 hours closed book, equivalent to 1500 words)

Formal written examination will cover all aspects of the unit. The examination will consist of multiple choice and short answer questions incorporating all unit content. The examination will require students to demonstrate understanding of the physiological adaptations of the woman and newborn infant following birth and related care.

Clinical assessment: Pass/Fail (equivalent to 1000 words)

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing a two (2) week practicum together with the completion of documenting their midwifery experiences and the completion of any associated Midwifery Practice Learning Tools for this unit. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the

final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment as pass/fail gradings.

Midwifery Practice Learning Tools:

- Mother and baby wellbeing assessment following birth
- Facilitating breastfeeding for the mother and baby
- Breastfeeding challenges for the mother and baby
- Care of the woman who had a caesarean section

Midwifery Portfolio (equivalent to 500 words)  
To meet the Nursing and Midwifery Board of Australia's midwife registration requirements students upon completion of clinical placement, are required to submit their Midwifery Portfolio.

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

#### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

#### PRESCRIBED TEXTS

Fraser, DM & Cooper, MA (eds) 2009, Myles textbook for midwives, 15th edn, Churchill Livingstone, Edinburgh.

OR

Macdonald, S & Magill-Cuerden, J (eds) 2011, Mayes' midwifery: a textbook for midwives, 14th edn, Elsevier, Bailliere Tindall, Edinburgh.

OR

Pairman, S, Pincombe, J, Thorogood, C & Tracy, S 2009, Midwifery preparation for practice, 2nd edn, Churchill Livingstone, Sydney

## HNM226 – MIDWIFERY PRACTICE 1

*Offered at: (B, S, W, CBD)*

*Credit point(s): 2*

*Offerings: Trimester 2*

*EFTSL value: 0.250*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: S Stelfox (B)*

*Campus contact: M Pszczolkowski (S), E Guiney (W)*

*Prerequisite: HNM216*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit forms part of the Clinical Studies in Nursing and Midwifery Year 3/4 cluster and aims to focus student learning on developing and consolidating their midwifery knowledge, skills and attributes through extended clinical learning experiences in midwifery practice settings. Students will have the opportunity to observe the midwife's role and function within a multidisciplinary maternity care team and participate in supervised care of women, newborn infants, and their families during the 192 hour clinical placement.

#### ASSESSMENT

Clinical assessment: Pass/Fail

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing 192 hours of practicum together with the completion of documenting their midwifery experiences and the completion of any associated Midwifery Skills for this unit. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment. To pass the competency assessment a minimum grade of "proficient" must be obtained for all elements.

Midwifery Skills:

- Initial assessment of the pregnant woman
- Performing and interpreting a cardiococograph tracing on a pregnant woman

- Performing and interpreting a cardiocotograph tracing on a labouring woman
- Management and induction of labour
- Care of the mother and baby with increased needs in labour
- Blood screening of the newborn baby
- Administering injections to the newborn baby
- plus any other Midwifery Skills that students have not had the opportunity to complete.

Midwifery Portfolio (equivalent to 500 words)  
To meet the Nursing and Midwifery Board of Australia's midwife registration requirements students, upon completion of clinical placement, are required to submit their Midwifery Portfolio.

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience)

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM311 – MIDWIFERY PRACTICE 2

*Offered at: (B, S, W, CBD)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: C Nagle (S)*

*Campus contact: S Stelfox (B), E Guiney (W)*

*Prerequisite: HNM226, HNM312*

*Corequisite: HNM323*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit forms part of the Clinical Studies in Nursing and Midwifery: Year 3/4 cluster and the second of the extended midwifery clinical practice units. This unit builds on all previous units of the clinical, professional and parallel clusters. Students are provided with the opportunity to consolidate their midwifery knowledge, skills and attitudes throughout the 288 hours of clinical practice of this unit.

### ASSESSMENT

Clinical assessment: Pass/Fail (288 hours, includes 40 hours in Level 2/3 nursery)

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

Clinical assessment involves the students successfully completing 288 hours of practicum together with the completion of documenting their midwifery experiences and the completion of any associated Midwifery Practice Learning Tools for this unit. The successful completion of the Midwifery Portfolio and clinical practicum is considerable and requires students to safely integrate knowledge and skills, apply theory in practice situations, and demonstrate progression and consolidation of clinical competencies across a range of professional domains. Although no numerical weighting is attributed to the clinical assessment in terms of the final unit result, clinical is competency-based and has therefore been given a weighting relative to the total student workload. The School thereby acknowledges that the clinical assessment is valid, worthwhile, and requires commitment from the student whilst supporting the competency-based nature of this assessment as pass/fail gradings.

Midwifery Practice Learning Tools:

- Management of Pain Relief in Labour
- Performing a vaginal examination
- Full examination of the newborn
- Enteral/tube feeding the unwell baby
- Care of the unwell baby receiving oxygen therapy
- Care of the baby receiving phototherapy
- Neonatal resuscitation via simulation
- plus any other Midwifery Practice Learning Tools students have not had the opportunity to complete or wish to revise.

Midwifery Portfolio (equivalent to 500 words)  
To meet the Nursing and Midwifery Board of Australia's midwife registration requirements students upon completion of clinical placement, are required to submit their Midwifery Portfolio.

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM312 – CHALLENGES IN MATERNITY CARE

*Offered at: (B, S, W, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: C Nagle (S)*

*Campus contact: D McCoull (B), E Guiney (W)*

*Prerequisite: HNM216*

*Corequisite: HNM226*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit, which forms part of the Parallel Nursing and Midwifery Studies cluster, students will examine and participate in the care of the woman who experiences or is at risk of experiencing health challenges during pregnancy, labour, birth and following birth. A focus of this unit is on the midwife's role of referral and collaboration in multidisciplinary approaches to care and an emphasis on a woman-centred, evidence-based approach.

### ASSESSMENT

Written Assignment: 50% (equivalent to 2000 words)  
This assessment will allow students to increase their knowledge and understanding of women at risk of experiencing health challenges during pregnancy, labour, birth, and following birth. Students will need to apply this knowledge in midwifery practice settings.  
Examination: 50% (2 hour closed book, equivalent to 2000 words)

Formal written examination will cover all aspects of the unit. The examination will consist of multiple choice and short answer questions incorporating all unit content. The examination will require students to demonstrate understanding of women at risk of experiencing health challenges during pregnancy, labour, birth, and following birth including the related care.

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience)

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

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\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM314 – ISSUES AND TRENDS IN MIDWIFERY PRACTICE

*Offered at: (B, S, W, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: S Stelfox (B)*

*Campus contact: M Pszczolkowski (S), E Guiney (W)*

*Prerequisite: HNM311, HNM323*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This is the final midwifery specific unit that forms part of the Professional Studies in Nursing and Midwifery cluster and it builds on all previous units of study by providing students with the opportunities to explore issues influencing contemporary midwifery practice. Opportunities are provided for students to critically examine issues of women's health care related to social, cultural, political and ethical frameworks. It is expected that during the two (2) week clinical placement students will apply and integrate knowledge and skills learned in this unit and all previous units to comprehend the role of a Division 1 registered nurse who also holds endorsement as a midwife in contemporary nursing and midwifery practice in a variety of health care and maternity service settings.

## ASSESSMENT

Written assignment 1: 40% (equivalent to 1000 words)

Written assignment 2: 60% (equivalent to 2000 words)

Clinical assessment: Pass/Fail (equivalent to 1000 words)

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Midwifery Skills

All Midwifery Skills for the course are required to be completed. During this final midwifery unit students will focus on consolidating knowledge, skills and attributes as part of their transition to graduate nurse/midwife and supported by a two (2) week midwifery clinical placement.

### Hurdle: Midwifery Portfolio

To meet the Nursing and Midwifery Board of Australia's midwife registration requirements students upon completion of clinical placement, are required to submit their Midwifery Portfolio.

Complete Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of

the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

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*\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM323 – CHALLENGES IN INFANT CARE

*Offered at: (B, S, W, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Normally students must be enrolled in the Bachelor of Nursing/Bachelor of Midwifery to enrol in this unit*

*Unit chair: K Morison (S)*

*Campus contact: D McCoull (B), E Guiney (W)*

*Prerequisite: HNM226, HNM312*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

In this unit, which forms part of the Parallel Nursing and Midwifery Studies cluster, students will examine the physiological changes of infants at birth including the challenges of care for the pre-term, small for gestational age and term infants who develop complex health issues; and care delivered in collaboration with a multidisciplinary team of health professionals.

## ASSESSMENT

Assignment: 50% (equivalent to 2000 words)

This assessment will allow students to increase their knowledge and understanding of infants at risk of experiencing health challenges. Students will need to apply this knowledge in midwifery practice settings.

Examination: 50% ( 2 hour closed book, equivalent to 2000 words)

Formal written examination will cover all aspects of the unit. The examination will consist of multiple choice and short answer questions incorporating all unit content. The examination will require students to demonstrate understanding of infants at risk of

experiencing health challenges including the related care.

#### Midwifery Portfolio

Maintain Continuity of Care experiences with women during pregnancy, birth, and following birth (10 hours per experience).

#### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

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\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNM701 – THE WOMAN DURING PREGNANCY, LABOUR AND BIRTH

*Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 1*

*EFTSL value: 0.250  
Unit chair: D Phillips (B)  
Contact hours: Theoretical component 78 hours; clinical practicum 156 hours*

*Note: All lectures/tutorials are conducted on-campus at Burwood and videoconferenced to other venues.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Topics to be addressed in this unit include a review of human reproduction, pre-conceptual health, conception, embryology, fetal and placental development, anatomy and physiology of pregnancy, signs and symptoms of pregnancy and physiology of the intrapartum phases of labour. Emphasis is placed upon

woman-centred care, the midwife's responsibilities as a primary health provider including a referral role to other health professionals; health promotion and education.

#### ASSESSMENT

Assessment 1 – written assignment (3000 words) 40%, assessment 2 – online examination 20%, examination (2 hours) 40%

#### Clinical assessment

Satisfactory completion of the Victorian Standardised Clinical Assessment Tool for Midwifery Students (competency based learning), incorporating the National Competency Standards for the Midwife. They include: Abdominal Examination of a Pregnant Woman; Care of the Woman Progressing in Labour; Care of the Initial Assessment of the Pregnant Woman; Ongoing Pregnancy Care; Parenting Education for the Woman and her Family and Performing and Interpreting a Cardiotocograph Tracing on a Pregnant Woman. These are pass/fail assessments. Students are required to maintain a Midwifery Portfolio including reflective practice entries and commence Continuity of Care experiences (minimum of 10 hours each). Students are required to successfully complete practice requirements for registration as a 'midwife', Nursing and Midwifery Board of Australia.

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## HNM702 – THE WOMAN AND NEWBORN INFANT

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: D Phillips (B)  
Contact hours: Theoretical component 36 hours; clinical practicum 120 hours  
Note: All lectures/tutorials are conducted on-campus at Burwood and videoconferenced to other venues.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines the physiology of the puerperium and the healthy newborn infant immediately following birth; incorporates midwifery care of the women after birth including family planning, sexuality and relationships. It also covers newborn infant behaviour, nutritional needs and breastfeeding; neonatal screening tests, immunisation; and community resources available for the woman and her infant. Emphasis is placed upon woman-centred care, the midwife's responsibilities as a primary health provider including

a referral role to other health professionals; health promotion and education.

### ASSESSMENT

Written assignment 50% (1500 words), examination (2 hours) 50%

#### Clinical assessment

Satisfactory completion of Clinical Assessment Tools (competency based learning), incorporating the Australian Midwifery Council's National Competency Standards for the Midwife. They include: Administering Injections to the Newborn Infant; Breastfeeding Challenges for the Mother and Baby, Facilitating Breastfeeding for the Mother and Baby, Mother and Baby Wellbeing Assessment following Birth; Care of the Woman who has had a Caesarean Section and Blood Screening of the Newborn Baby. These are pass/fail assessments. Students are required to maintain a Midwifery Portfolio including reflective practice entries. Commencement and continuation of Continuity of Care experiences (minimum of 10 hours each). Students are required to successfully complete practice requirements for registration as a 'midwife', Nursing and Midwifery Board of Australia.

## HNM703 – CONTEXTS OF MIDWIFERY PRACTICE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Phillips (B)*

*Prerequisite: HNM701, HNM702*

*Contact hours: Theoretical component 36 hours; clinical practicum 24 hours*

*Note: All lectures/tutorials are conducted on-campus at Burwood and videoconferenced to other venues.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit reviews definitions of the midwife, drawing on historical, philosophical, art, scientific and cultural elements. Midwifery practice is examined according to professional organisations, e.g. the Australian Nursing and Midwifery Council (ANMC), Australian College of Midwives (ACM), and the Nurses Board of Victoria (NBV). The scope of midwifery practice, competencies, professional responsibilities of a midwife (e.g. primary care, referral role and education, models of care, and maternity services available to childbearing women) are presented. Women's health issues across the lifespan are explored.

### ASSESSMENT

Assignment 1 (2500 words) 60%, assignment 2 (1500 words) 40%.

### CLINICAL ASSESSMENT

Students are required to maintain a Midwifery Portfolio including reflective practice entries. Commencement and continuation of Continuity of Care experiences (minimum of 10 hours each).

Students are required to successfully complete practice requirements for registration as a 'midwife', Nursing and Midwifery Board of Australia.

## HNM704 – CLINICAL CHALLENGES IN MATERNITY CARE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Phillips (B)*

*Prerequisite: HNM701 and HNM702*

*Corequisite: HNM703*

*Contact hours: Theoretical component 50 hours; clinical practicum 120 hours*

*Note: All lectures/tutorials are conducted on-campus at Burwood and videoconferenced to other venues.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit reviews the pathophysiology related to complex health issues of the woman and her fetus during pregnancy, or following birth; the midwife's referral role to other health professionals. It also encompasses ethical, legal issues, loss and grief and community resources.

### ASSESSMENT

Assignment (1500 words) 40%; examination (2 hours) 60%

Satisfactory completion of Clinical Assessment tools (competency based learning), incorporating the Australian Nursing and Midwifery Council's (2006) National Competency Standards for the Midwife. These are pass/fail assessments. Students are required to maintain a Midwifery Portfolio including reflective practice entries and records of learning opportunities. Commencement and continuation of Continuity of Care experiences (minimum of 10 hours each). Students are required to successfully complete practice requirements to support their application to the

Nursing and Midwifery Board of Australia (NMBA) for registration as a 'midwife'.

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## HNM705 – CLINICAL CHALLENGES IN INFANT CARE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Phillips (B)*

*Prerequisite: HNM701, HNM702, HNM703, HNM704*

*Contact hours: Theoretical component 50 hours; clinical practicum 120 hours*

*Note: All lectures/tutorials are conducted on-campus at Burwood and videoconferenced to other venues. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit reviews the pathophysiology related to health concerns of the sick, pre-term and small gestational age infant, and the appropriate midwifery care including biophysical assessment and procedures to evaluate health and well-being. Midwifery care extends to parents and families, including a referral role to other health professionals, community resources with reference to ethical, legal issues, loss and grief.

### ASSESSMENT

Assignment (equivalent to 1500 words) 40%, examination (2 hours, closed book) 60% Successful completion of clinical assessment tools and continuity of care experiences (10 hours each).

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## HNM708 – MIDWIFERY PROFESSIONAL PRACTICE

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 2*

*EFTSL value: 0.250*

*Unit chair: D Phillips (B)*

*Prerequisite: Must have passed one of HNM701, HNM702, HNM703, HNM704, HNM705 and have current endorsement as a midwife in the Division 1 register, Nursing and Midwifery Board of Australia.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit, students are encouraged to enhance their practice development through investigation and interpretation of the midwifery literature related to evidence-based practices. It is also intended in this supervised program of learning that students identify both strengths and weaknesses within their own theoretical and practice frameworks using strategies of reflective practices for self-appraisal and evaluation. Each student is expected to incorporate analysis, synthesis and evaluation in their practice for the delivery of effective and appropriate midwifery care.

### ASSESSMENT

Assignment 1 (5000 words) 50%, assignment 2 (3000 words) 30%, assignment 3 (2000 words) 20%

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## HNN021 – NURSING IN AUSTRALIA

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: CT-1, CT-2*

*EFTSL value:*

*Unit chair: C Cleary (B)*

*Contact hours: 6 weeks duration comprised of 88 hours of lectures, tutorials, nursing laboratories and self directed learning*

*Note: Students must be enrolled in H011 Preregistration Program for Overseas Qualified Nurses*

### CONTENT

In this unit students are provided with an opportunity to gain knowledge of contemporary Australian nursing practice. Issues relevant to professional practice if nurses in Australia are presented and students have the opportunity to develop and practice nursing skills interventions consistent with the current requirements of the Australian health care system in a simulated ward environment. The simulated environment provides opportunities for students to demonstrate clinical competencies prior to clinical practicum.

### ASSESSMENT

Examination (2 hours) 60%, assignment (2000 words) 40%



## HNN022 – LEGAL AND ETHICAL ASPECTS OF AUSTRALIAN NURSING PRACTICE

Offered at: (B)  
Credit point(s): .5  
Offerings: CT1, CT-2

EFTSL value:  
Unit chair: C Cleary (B)  
Contact hours: 6 weeks duration comprised of 14 hours of lectures and self directed learning activities

Note: Students must be enrolled in H011 Preregistration Program for Overseas Qualified Nurses

### CONTENT

This unit will introduce the students to a variety of professional issues relevant to nurses in Australia. The individual's professional development, as well as future developments within the discipline of Nursing will be explored. Law and ethics as they relate to nursing in Australia will also be examined.

### ASSESSMENT

Examination (1 hour) 100%

## HNN023 – POLITICAL, SOCIAL AND CULTURAL ASPECTS OF NURSING IN AUSTRALIA

Offered at: (B)  
Credit point(s): .5  
Offerings: CT-1, CT-2

EFTSL value:  
Unit chair: C Cleary (B)  
Contact hours: 6 weeks duration comprised of 16 hours of lectures and self directed learning activities.

Note: Students must be enrolled in H011 Preregistration Program for Overseas Qualified Nurses

### CONTENT

This unit aims to provide an understanding of political, sociological and cultural concepts, and social organisation in relation to health care delivery in Australia. It will provide an insight to factors affecting change of the current health care system.

### ASSESSMENT

Group oral presentation (50%), written assignment (2000 words) 50%

## HNN024 – CLINICAL LEARNING PROGRAM

Offered at: (B)  
Credit point(s): 2  
Offerings: CT1, CT2

EFTSL value:  
Unit chair: C Cleary (B)  
Corequisite: Must be enrolled in HNN021, HNN022, HNN023  
Contact hours: 288 hours clinical health care agency

Note: Students must be enrolled in H011 Preregistration Program for Overseas Qualified Nurses

### CONTENT

Clinical learning experience is an integral component of the course. This experience provides the student with the opportunity to apply and consolidate knowledge and skills developed from past experience and the academic component of the course.

### ASSESSMENT

Clinical competency assessment: satisfactory/unsatisfactory

## HNN112 – PRINCIPLES OF NURSING CARE

Offered at: (B, CBD, S, W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)  
Unit chair: L McTier (B)  
Campus contact: L McTier (B), J Hosking (S), S Ireland (W), G Rea (IKE)  
Contact hours: 1 x 1 hour lecture, 1 x 1 hour tutorial, 1 x 2 hour laboratory per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is the first of two in the Clinical Studies in Nursing: Year 1 cluster. In this unit the notions of person-centred care, the role of nursing in the interdisciplinary team, evidence-based practice, and quality improvement approaches in health care are explored. To achieve this, opportunities are provided for students to explore the role of nurses in promoting healing environments for patients and their families.

Key concepts to be addressed include assessment and management of patient function and risk, and promotion of patient comfort. An orienting framework will be provided to enable students to understand nursing skill development throughout the curriculum. Students will have the opportunity to further develop and integrate knowledge and skills learned during a one (1) week clinical placement.

#### ASSESSMENT

Online tests 3 x 20 minute (equivalent 1000 words) 40%, examination (2 hours) 60%, laboratory skills (equivalent 500 words) hurdle requirement, clinical assessment: 40 hours pass/fail

#### PRESCRIBED TEXTS

Berman, A, Snyder, S, Levett-Jones, T, Dwyer, T, Hales, T, Harvey, N, Luxford, Y, Moxham, L, Park, T, Parker, B, Reid-Searl, K & Stanley, D 2012, Kozier and Erb's fundamentals of nursing, 2nd edn, Pearson, Frenchs Forest, NSW.

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## HNN114 – HEALTH ASSESSMENT

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*Trimester 3 (B) (only available for commencing students with credit for prior learning)*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: Trimester 2 M Owen (S)*

*Trimester 3 (2012-2013) TBA*

*Campus contact: J Reynoldson-Ross (B), C Wakefield (W)*

*Prerequisite: HBS109, HNN112*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour laboratory per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Health assessment is a foundational skill for nurses in all contexts of care and forms part of the Parallel Studies in Nursing cluster. In this unit students have the opportunity to develop the knowledge, techniques and skills required by the professional nurse to perform holistic, comprehensive nursing health assessment including the physical examination of individuals. Students will develop clinical reasoning skills foundational to the provision of quality patient care, in particular those nursing activities that are directed at risk management, symptom management, and promoting patient function.

#### ASSESSMENT

Online tests 4 x 15 minute tests (equivalent 1000 words) 40%, assignment (1500 words) 60%, practical skills examination (15 minutes, equivalent 1500 words) hurdle requirement, laboratory skills workshops: minimum 80% attendance

#### PRESCRIBED TEXTS

Jarvis, C 2011, Physical Examination and health assessment, 6th edn, Saunders, St Louis.

#### AND

Jarvis, C 2011, Student Laboratory manual for physical examination and health assessment, 6th edn, Saunders, St Louis.

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## HNN120 – THE DISCIPLINE OF NURSING: CONTEMPORARY ISSUES AND TRENDS 1

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: K Jackson (S)*

*Campus contact: J Walker (B), K Jackson (S), L Mielnik (W), G Rea (IKE)*

*Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This is the first of two units within the Professional Studies in Nursing cluster that will incrementally assist students to develop understanding of issues surrounding contemporary nursing practice and support their transition from student to beginning level registered nurse. Students will be provided with opportunities to begin to examine local and global issues influencing the nursing profession; gain an understanding of the role of the nurse in contemporary health care; the political processes influencing the status and practice of nursing in contemporary society; legal and ethical standards expected of nurses; and explore the nature of principles and processes of clinical risk management and patient safety in health care domains.

**ASSESSMENT**

Assignment portfolio part 1 (equivalent 1500 words) 40%, portfolio part 2 (equivalent 2500 words) 60%

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## HNN122 – NURSING MANAGEMENT AND INTERVENTIONS 1

*Offered at: (B, CBD, S, W)*

*Credit point(s): 2*

*Offerings: Trimester 2*

*Trimester 3 (B) (only available for commencing students with credit for prior learning)*

*EFTSL value: 0.250*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: L McTier (B)*

*Trimester 3 2012-13 TBA*

*Campus contact: L McTier (B), L Mielnik (W), S Wells (S), G Rea (IKE)*

*Prerequisite: HNN112*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial, 1 x 2 hour laboratory per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is the second unit in the Clinical Studies in Nursing: Year 1 cluster. In this unit principles of nursing care introduced in previous units are further developed. Opportunities will be provided for students to develop an understanding of therapeutic medication administration, symptom management and management of behaviours of concern, for example, those related to dementia and delirium. To achieve this, principles of pharmacodynamics and pharmacokinetics will be introduced as the foundation for therapeutic use of medicines. The management of symptoms and behaviours of concern will be introduced through principles of comprehensive assessment, implementation of appropriate interventions, and evaluation of outcomes. Underpinning concepts of this unit are patient-centred care, evidence-based practice, and quality improvement approaches. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a two (2) week clinical placement.

**ASSESSMENT**

Online tests 4 x 30 minutes (equivalent 2000 words) 40%, examination (2 hours closed book) 60%, laboratory skills (equivalent 1500 words) hurdle requirement, clinical assessment pass/fail (equivalent 2000 words)

**PRESCRIBED TEXTS**

Berman, A, Snyder, S, Levett-Jones, T, Dwyer, T, Hales, T, Harvey, N, Luxford, Y, Moxham, L, Park, T, Parker, B, Reid-Searl, K & Stanley, D 2012, *Kozier and Erb's fundamentals of nursing*, 2nd edn, Pearson, Frenchs Forest, NSW.

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## HNN215 – QUALITY USE OF MEDICINES IN NURSING

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2 (not W)*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree or Bachelor of Biomedical Science to enrol in this unit)*

*Unit chair: Trimester 1: M Owen (S)*

*Trimester 2: V Brotto (B)*

*Campus contact: C Cleary (B), C Wakefield (W), G Rea (IKE)*

*Prerequisite: HBS109, HNN114 and HNN122 or for students enrolled in S323 Bachelor of Biomedical Science HBS109, SLE115 and SLE211*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In all contexts of care, nurses require sophisticated knowledge about medicines and their administration. In this unit, which forms part of the Parallel Nursing Studies cluster, students' knowledge of safe administration of medicines for all patient groups and range of contexts will be extended. Students will further their knowledge of broad drug classes, pharmacokinetics, pharmacodynamics, and the quality use of medications in health care. In particular, salient points for each broad drug class with reference to the use of these medications will be explored. The main focus in this unit will be to prepare students with the necessary knowledge and skill to manage medications including administration, adverse events, drug interactions, and education for patients.

**ASSESSMENT**

Online test – drug calculation (equivalent 500 words) hurdle requirement, case study (1500 words) 50%, examination (2 hours closed book) 50%

## HNN216 – INTERNATIONAL NURSING STUDY TOUR

Offered at: (X-OS)  
Credit point(s): 1  
Offerings: Trimester 1, Trimester 2, Trimester 3

EFTSL value: 0.125

Unit chair: Trimester 1: D Welch (B), E Oldland (B)

Trimester 2: D Welch (B), C Duff (B)

Prerequisite: Must have passed a minimum of 8 credit points at level 1 which must include: HBS109 HNN112, HNN114 HNN120 HNN122

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This elective unit which forms part of the Parallel Nursing Studies cluster within the curriculum, will provide second or third year students with the opportunity to learn about the context of nursing from an international perspective. The unit will be conducted in the form of a study tour of a pre-determined country and is designed to provide nursing students with the opportunity to enhance their understanding of cross-cultural health and nursing care. The study tour will consist of a range of activities designed to link students with policy makers, health care workers, health consumers and health agencies in the host country. Students will also participate where possible, in fieldwork and or clinical practicum activities during the study tour.

### ASSESSMENT

Reflective journal (4000 words) 100% Pass /Fail (ungraded pass)

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## HNN217 – NURSING IN COMMUNITY SETTINGS

Offered at: (B, CBD, S, W)  
Credit point(s): 1  
Offerings: Trimester 1 (not W), trimester 2

EFTSL value: 0.125

Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)

Unit chair: Trimester 1: K Jackson (S)

Trimester 2: J Allen (B)

Campus contact: Trimester 1: J Allen (B), G Rea (IKE)

Trimester 2: K Jackson (B), S Coulson (W)

Prerequisite: HBS109, HNN114, HNN122

Contact hours: 4 hours (1 x 1 hour lecture, 1 x 2 hour tutorial, 1 x 1 hour laboratory) per week, 1 week clinical practicum

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This is one of three units within the Clinical Studies in Nursing 2 cluster. In the context of community nursing practice, the unit aims to provide opportunities for students to develop a systematic body of knowledge that informs their problem-solving capabilities, skill development, and ability to work in a team. Major foci will be to examine the range of roles and differing philosophies compatible with community nurse practice. Students will acquire the knowledge and methods required to identify and manage patient symptoms, effects of illness on functional status and associated risks experienced by individuals, families and communities in society. In addition, students will be provided with data to enable them to identify health trends related to the increasing diversity of the population in the 21st century and the subsequent role of the community nurse in promoting health and preventing disease. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a one (1) week clinical placement.

### ASSESSMENT

Assignment (1000 words) 40%, assignment (2500 words) 60%, clinical assessment pass/fail. Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.

\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.

## HNN222 – MENTAL HEALTH NURSING

Offered at: (B, CBD, S, W)

Offerings: Trimester 1 (not W), Trimester 2

Credit point(s): 2

EFTSL value: 0.250

Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)

Unit chair: Trimester 1: L Chadwick (B)

Trimester 2: E Marangu (S)

Campus contact: Trimester 1: E Marangu (S)

Trimester 2: L Chadwick (B)

Prerequisite: HNN122 or HNN113, HNN114, HBS109

Contact hours: 1 x 1 hour lecture, 2 x 2 hour tutorials per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is one of three within the Clinical Studies in Nursing 2 cluster and aims to guide students in their development of knowledge that informs problem-solving and skill development when working with patients who present with issues affecting their mental health. A major focus will be on management of symptoms, the impact of symptoms on patient function, and risk management of the person diagnosed with mental health problems. In particular, students will develop skills in assessment of patients with mental health problems such as basic interviewing, de-escalation, and risk assessment. These concepts will be explored within the context of the therapeutic relationship whilst maintaining patient safety. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a four (4) week clinical placement.

### ASSESSMENT

Group presentation and individual essay (equivalent to 3000 words) 50%, examination (2 hours) (equivalent to 2000 words) 50%, clinical assessment (equivalent 3000 words) pass/fail

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy

the requirements of health organisations where they will be undertaking their clinical learning experience.

\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.

\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.

### PRESCRIBED TEXTS

Hungerford, C, Clancy,R, Hodgson,D, & Jones,T 2012, Mental Health Care, An Introduction for health Professionals, Wiley, Australia.

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## HNN224 – FAMILIES, SOCIAL SYSTEMS AND MENTAL HEALTH PERSPECTIVES

Offering information: Not offered 2012.

Offered at: (B, CBD, S)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)

Unit chair: R Brown (B)

Campus contact: R Brown (S), G Rea (IKE)

Note: This unit is part of the Mental Health Nursing major sequence that includes elective units HNN224, HNN323 and HNN327.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit, which forms part of the Parallel Studies in Nursing, is one of three (3) electives that, together with the core nursing units, constitute a mental health major within the Bachelor of Nursing degree. The unit aims to introduce students to a broader framework than that of the medical model as it applies to the mental health setting and to assist students in developing mental health competency. The models of care introduced will assist the student to develop a framework they can utilise in a number of clinical settings.

This unit further aims to introduce students to the particular issues that may confront families in relation to mental health, in particular mental health issues that arise in the post-partum, during childhood and adolescence, and then again in later life. The approach taken is one that involves not only the patient, but also

the family. The particular focus is on assessment and clinical intervention. The unit will also introduce the student to systems theory and psychodynamic theory in a mental health setting.

### ASSESSMENT

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

## HNN227 – NURSING MANAGEMENT AND INTERVENTIONS 2

*Offered at: (B, CBD, S, W)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2 (not W)*

*EFTSL value: 0.250*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: K Morison (S)*

*Campus contact: L Rhodes (B), C Wakefield (W)), G Rea (IKE)*

*Prerequisite: HBS109, HNN114, HNN122*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial, 1 x 2 hour laboratory per week, 4 weeks clinical practicum*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of three units within the Clinical Studies in Nursing 2 cluster. Students are provided with learning opportunities to develop a systematic body of knowledge and skill related specifically to the assessment and management of people experiencing acute episodic illness in hospital. Students will be exposed to the professional and social contexts of nursing and focus learning on the identification of risk, the management of symptoms, and the impact of hospitalisation on patients' functional abilities. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a four (4) week clinical placement.

### ASSESSMENT

Online tests 3 x 30 minutes (equivalent 1500 words) 40%, examination (2 hours closed book) 60%, laboratory skills (equivalent 1500 words) hurdle requirement, clinical assessment pass/fail. Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical

placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

*\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

*\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

### PRESCRIBED TEXTS

Lemone, Burke, Dwyer, Levett-Jones, Moxham, Reid-Searl, Berry, Carville, Hales, Knox, Luxford & Raymond, 2011, Medical-Surgical Nursing, Vol 1, 2 & 3, 1st edn, Pearson, Frenchs Forest, NSW

Laboratory work – either of the following two text books:

- Smith, S, Duell, D & Martin, B 2008, Clinical nursing skills: basic to advanced skills, 7th edn, Pearson, New Jersey

OR

- Tollesfson, J, 2007, Clinical Psychomotor Skills: Assessment Tools for Nursing Students, 3rd edn, Thomson, Victoria, Australia.

## HNN300 – CHILD AND ADOLESCENT NURSING

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: K Jackson (S)*

*Campus contact: L Mielnik (W)*

*J Reynoldson-Ross (B)*

*Prerequisite: HBS109, HNN114, HNN122*

*Incompatible with: HNN324*

*Contact hours: 1 x 2 hour lecture in weeks 1,3,5,7, 1x 2 hour workshop in weeks 2,4,6,8 and 1 x 2 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of the Clinical Studies in Nursing 3 cluster theme. Caring for children and adolescents present particular challenges for nurses requiring appraisal of the growth and development stages, legal and ethical responsibilities of the nurse and how these impact on the requirements specific to these age groups. In this context opportunities will be provided for students to develop a systematic body of knowledge on the role and responsibilities of the nurse in the management of symptoms, risk identification, and the development of appropriate interventions to promote optimal functional status and development of the child or adolescent. This body of knowledge will inform students' problem-solving capabilities, skill development, and their ability to work in a team by integrating theory and practice specifically focused on the developmental and behavioural health concerns and the physiological and psychological alterations in children and adolescents. Further opportunities will be provided for students to examine the current social and health issues relating to children and adolescents.

### ASSESSMENT

Assignment 1 (1500 words) 40%, assignment 2 (2000 words) 60%

### PRESCRIBED TEXTS

Hatfield, NT 2008, Broadribb's Introductory pediatric nursing, 7th edn, Wolters Kluwer Health Lippincott, Williams & Wilkins, Philadelphia.

## HNN301 – MENTAL HEALTH PROMOTION

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in courses D355, D381, D387, D392, H326.*

*Unit chair: R Brown (B)*

*Contact hours: 1 x 1 hour lecture 1 x 2 hour tutorial*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit forms part of the Parallel Nursing Studies cluster and aims to extend students' knowledge of mental health issues and nursing practice exploring the social, economic, environmental, and political factors that influence mental health. Students will examine areas of risk and protective factors for mental health with a focus on contemporary mental health issues across the lifespan. In addition, students are provided with opportunities to examine the key role of nurses in identifying risk factors, early intervention, mental health promotion, and prevention of mental health problems.

### ASSESSMENT

Group project (equivalent 1500 words) 40%, assignment (2000 words) 60%

### PRESCRIBED TEXTS

Barry, M and Jenkins, R 2007, Implementing Mental Health Promotion, Churchill Livingstone, Philadelphia.

## HNN313 – PERIOPERATIVE NURSING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or associated combined courses to enrol in this unit)*

*Unit chair: A Parkman (B)*

*Prerequisite: HNN122 and HBS109 and must have completed Special Requirement HNN313-APP.*

*Contact hours: 1 hour introductory lecture, 4 x 3 hour workshops, 1 week clinical experience. In addition, students should allocate 2-3 hours per week to complete perioperative workbook.*

*Note: There are limited places available; students should confirm their enrolment with the unit chair. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This elective unit provides second or third year students with the opportunity to learn about another context of nursing. In this Parallel Nursing Studies unit students will be introduced to patient-centred care, the role of nursing within the interdisciplinary team, evidence-based practice, and quality approaches in perioperative nursing. This unit will introduce key concepts necessary for nursing perioperative patients experiencing anaesthesia and surgery. It will provide an opportunity for students to develop foundational knowledge, skills, teamwork, and problem-solving abilities in relation

to symptom and risk management and the impact on patient function in the context of perioperative nursing.

### ASSESSMENT

Assignment (1500 words) 40%, examination (2 hours, closed book) 60%, clinical assessment pass/fail (equivalent 500 words). Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

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## HNN318 – NURSING MANAGEMENT OF THE OLDER PERSON

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: L Beddoes (B)*

*Campus contact: L Bourke (S), L Mielnik (W)*

*Prerequisite: HBS109, HNN114, HNN122*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial per week, 2 weeks clinical practicum*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of four (4) units within the Clinical Studies in Nursing 3 cluster. In this unit opportunities will be provided for students to develop knowledge and skill relevant to the promotion of wellness, maintenance, and restoration of health and independence across the continuum of aged care. Underpinning concepts of this unit are patient-centred care, evidence-based practice, and quality improvement approaches. Students will have opportunity to apply and integrate knowledge and skills learned in this unit and previous units during a two (2) week clinical placement.

### ASSESSMENT

Assignment (1500 words) 60%, poster presentation (equivalent 1000 words) 40%, clinical assessment pass/fail. Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act

2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

*\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

*\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNN319 – NURSING MANAGEMENT OF CHRONIC ILLNESS

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: C Duff (B)*

*Campus contact: S Ireland (W), M Schoch (S), G Rea (IKE)*

*Prerequisite: HBS109, HNN114, HNN122 and HNN227*

*Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial, 1 x 2 hour laboratory per week, 2 weeks clinical practicum*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of four (4) within the Clinical Studies in Nursing 3 cluster. The unit builds on prerequisite studies and provides opportunities for students to develop understandings of the psychosocial impact and emerging perspectives of chronic illness management in contemporary health systems. Further opportunities are provided for students to develop a systematic body of knowledge that informs their problem-solving capabilities, skill development, and ability to work collaboratively in a multidisciplinary team. Students will explore the cognitive, social, and psychological impact of chronic illness on the functional abilities of an individual and their family. A major focus will be on management of symptoms associated with a range of chronic illnesses and risk management to promote quality patient outcomes. Students will have opportunity to apply and integrate knowledge and skills



learned in this unit and previous units during a two (2) week clinical placement.

### ASSESSMENT

Assignment (1500 words) 50%, examination (1.5 hours closed book) 50%. Clinical practicum (80 hours) pass/fail. Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* *Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.*

\*\* *Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.*

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## HNN320 – THE DISCIPLINE OF NURSING: CONTEMPORARY ISSUES AND TRENDS 2

*Offered at: (B, CBD, S, W)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3 (B)*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: S Ireland (W)*

*Campus contact: V Brotto (B), M Pszczolkowski (S), G Rea (IKE)*

*Prerequisite: HBS109, HNN114, HNN120, HNN122, HNN227*

*Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is the second of two units within the Professional Studies in Nursing cluster which incrementally develop students' understanding of the issues influencing contemporary nursing practice. In this unit, students are assisted in their transition from student to registered nurse. Opportunities are provided for students to examine and reflect critically on issues influencing contemporary nursing practice and their readiness to make the transition from student to Division 1 registered nurse. A major focus will be on professional preparation and continued development of students' knowledge, skills, and attributes within a framework of quality, safety, and risk management.

### ASSESSMENT

Assessment task one: Group presentation (equivalent to 1000 words) 40%, assessment task two: Assignment (equivalent to 3000 words) 60%

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## HNN323 – MENTAL HEALTH REHABILITATION AND RECOVERY

*Offering information: Not offered 2012.*

*Offered at: (B, CBD, S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: R Brown (B)*

*Campus contact: R Brown (B), E Marangu (S), G Rea (IKE)*

*Contact hours: 8 x 1 hour lectures and 8 x 2 hour tutorials. Lectures are pre-recorded and accessed via DSO.*

*Note: This unit is part of the Mental Health Nursing major sequence that includes elective units HNN224, HNN323 and HNN327.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit, which forms part of the Parallel Studies in Nursing, is one of three (3) electives that, together with the core nursing units, constitute a mental health major within the Bachelor of Nursing degree. The focus of the unit is on community-based rehabilitation of individuals experiencing mental illness incorporating concepts relevant to a variety of models of rehabilitation, particularly psychosocial and recovery, and service delivery structures for provision of such rehabilitation

including case management and collaborative care planning.

### ASSESSMENT

Case study analysis (1500 words) 40%, assignment (2500 words) 60%

## HNN325 – COMPREHENSIVE NURSING MANAGEMENT AND INTERVENTIONS

*Offered at: (B, CBD, S, W)*

*Credit point(s): 2*

*Offerings: Trimester 1 (not W), Trimester 2*

*EFTSL value: 0.250*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: Trimester 1: J Pearce (S)*

*Trimester 2: J Rawet (B)*

*Campus contact: J Rawet (B), G Rea (IKE)*

*Prerequisite: All of HBS109, HNN114, HNN122, HNN217, HNN222, HNN227, HNN215, HNN318, HNN319*

*Corequisite: HBS108, HNN300, HNN301, HNN320*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial, 1 x 2 hour laboratory per week, 5 weeks clinical practicum*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is one of four (4) in the Clinical Studies in Nursing 3 cluster. The aims of this unit are to provide students with the opportunity to consolidate and extend knowledge, skills, and attributes and apply them to complex dynamic patient situations. Major foci will be on clinical decision-making in the management of complex patient situations including those with co-morbidities and the nurse's ability to promote function and apply risk management strategies that promote patient safety and quality health outcomes. In addition, unit content will further develop students' skills in risk identification, management of patient symptoms, and the impact of complex illness on a person's functional status and independence. It is expected that during the five (5) week clinical placement students will apply and integrate knowledge and skills learned in this unit and all previous units to comprehend the role of a Division 1 registered nurse in contemporary nursing practice in a variety of health care settings.

### ASSESSMENT

Online tests – 3 x 30 minutes 40%, examination (2 hours open book) 60%, laboratory skills hurdle requirement (equivalent 1500 words), clinical assessment pass/fail (equivalent 2500 words)

Failure of the clinical component will lead to a fail in this unit and may lead to exclusion.

### Department of Human Services policy and Working with Children Act

In accordance with Department of Human Services policy\*, all students are required to undertake a National Police Record Check prior to clinical placements in each calendar year of their course. In accordance with the Working with Children Act 2005\*\*, all students are required to undertake a Working with Children Check at commencement of the course. Students who fail to obtain a Police Record Check and a Working with Children Check prior to the commencement of clinical placement will not be able to undertake clinical placement. Students may also be required to declare their immunisation status to satisfy the requirements of health organisations where they will be undertaking their clinical learning experience.

\* Department of Human Services 2007, Service agreement information kit for funded organisations 2006–2009, State Government of Victoria, Melbourne, retrieved 1 July 2007.

\*\* Department of Justice 2007, Working with Children Act 2005, Victoria, Australia retrieved 16 June 2008.

## HNN327 – SUBSTANCE MISUSE AND MENTAL HEALTH

*Offering information: Not offered 2012.*

*Offered at: (B, CBD, S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing or an associated combined degree to enrol in this unit)*

*Unit chair: R Brown (B)*

*Campus contact: R Brown (B), E Marangu (S), G Rea (IKE)*

*Note: This unit is part of the Mental Health Nursing major sequence that includes elective units HNN224, HNN323 and HNN327.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit, which forms part of the Parallel Studies in Nursing, is one of three (3) electives that, together with the core nursing units, constitute a mental health major within the Bachelor of Nursing degree. The focus of the unit is to prepare health professionals to identify individuals who are affected by substance use and mental illness and to inform their decision making about different approaches to care.

**ASSESSMENT**

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

**HNN448 – RURAL NURSING**

*Offered at: (CBD, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3*

*EFTSL value: 0.125*

*Unit chair: R Fiolet (G)*

*Contact hours: Students will need to allocate 10 hours per week to work through the unit materials, access relevant literature and prepare for the written assessments*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is one of the elective units and is considered part of the Parallel Nursing Studies cluster offered within the Bachelor of Nursing program. In this unit students are provided with an opportunity to gain an insight into recent social, economic, and political changes that have influenced rural and remote area health care practices. The role and responsibilities of nurses employed in these settings is explored with a particular focus on the challenges associated with rural and remote nursing, scope of practice, and isolation.

**ASSESSMENT**

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

**HNN709 – MENTAL HEALTH TRIAGE AND EMERGENCY PSYCHIATRY**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Must have completed an undergraduate degree or equivalent in Health*

*Unit chair: N Sands (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This cross-disciplinary elective unit expands on the student's knowledge of mental health care to focus on mental health triage across the lifespan. The unit critically explores triage systems, mental health triage in emergency and community settings, the core competencies of mental health triage, psychiatric assessment, crisis assessment and brief intervention, comprehensive risk assessment, mental health telephone triage, medico-legal issues, consumer perspectives, and triage documentation.

**ASSESSMENT**

Assignment 1 (3000 words) 50%, assignment 2 (2000 words) 50%

**HNN710 – COMMUNITY MENTAL HEALTH**

*Offering information: Not offered in 2012*

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester two*

*EFTSL value: 0.125*

*Cohort rule: Must have completed an undergraduate degree or equivalent in Health.*

*Unit chair: N Sands (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This cross-disciplinary elective unit expands on the student's knowledge of mental health care to focus on community mental health care. The unit aims to provide students with a theoretical framework to support the development of clinical skills and expertise relevant to practice in a range of community-based programs. The focus of the unit is on examining critically current models for community-based mental health care, models for case management, and the role of the clinician within the multidisciplinary community mental health team. The unit critically explores a broad range of issues impacting on the provision of mental health care in the community, including the legal and ethical issues dimensions of community-based care, and current mental health policy and frameworks for

care. The unit is underpinned by a recovery-focused consumer-centred and family-sensitive approach to care, and critically explores current models for psychosocial rehabilitation and care planning.

#### ASSESSMENT

Assignment 1 (3000 words) 60%, assignment 2 (2000 words) 40%

## HNN714 – ETHICAL DIMENSIONS OF NURSING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M-J Johnstone (B)*

*Incompatible with: HNN414*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit has as its focus a critical examination of the ethical dimensions of nursing. Using ethical principlism, moral rights, virtue ethics, and cross-cultural ethics as a decision-making framework, the unit aims to provide students with an opportunity to explore and reflect critically on a range of key ethical issues arising in contemporary nursing and related health care domains. To this end, particular attention is given to the issues of: the nature of ethics in nursing; the relationship between the legal, clinical and ethical dimensions of nursing; cross-cultural ethics; patients' rights to and in health care; mental health care ethics; matters of life and death (e.g. abortion, euthanasia/assisted suicide; end of life decision making; quality of life); patient safety ethics (including: the responsibility of nurses to co-participate in processes aimed at reducing the incidence and impact of preventable adverse events in health care, reporting nursing errors, open disclosure, conscientious objection, and whistleblowing); ethical issues associated with reporting child abuse and neglect/elder abuse and neglect, and indigenous health as a special moral imperative.

#### ASSESSMENT

Critique of a journal article addressing a substantive ethical issue (2000 words) 40%, Critical essay OR critical case study on a practice-related ethical issue (3000 words) 60%

## HNN715 – LEADERSHIP AND MANAGEMENT IN NURSING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: P Bennett (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit enables students to develop in-depth knowledge, skills and values inherent in the leadership and management processes that are important to their practice. Contemporary issues related to leadership and change management in a clinical environment will be explored with focus on leadership models/styles, team management, effective communication, cultural diversity, managing in an uncertain environment and facilitating effective change. This unit is designed to provide students with the opportunity to build on their existing understanding of leadership, particularly concepts that pertain to nursing, and to strengthen and extend the student's ability to critically evaluate and appraise current concepts in contemporary published literature.

#### ASSESSMENT

Assignment (2000 words) 40%, assignment (3000 words) 60%

## HNN725 – RESEARCH THESIS A

*Offered at: (X)*

*Credit point(s): 2*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.250*

*Unit chair: A Hutchinson (B)*

*Prerequisite: HNN728 and HNN722 or equivalent*

*Note: The unit HNN719 has been divided into two parts and replaced by Part A HNN725 and Part B HNN726.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit comprises the first component of the development of an individual research thesis in the area of nursing practice. Students are required to outline their research project proposal at the commencement of the trimester of enrolment. Before submitting the proposal for approval, students are required to discuss their topic and consult with their

nominated supervisor. The topic of research should generally reflect the student's particular area of interest and be clearly related to theoretical material presented in the nursing scholarship units as part of the Master of Nursing Practice course.

### ASSESSMENT

Satisfactory progress towards a final minor thesis (20 000 words) 100%.

Satisfactory progress may be described as, for example, completion of a first draft of the background section; having obtained ethics clearance from the Deakin University Higher Research Ethics Committee (DUHREC)

## HNN726 – RESEARCH THESIS B

*Offered at:* (X)

*Credit point(s):* 2

*Offerings:* Trimester 1 or trimester 2

*EFTSL value:* 0.250

*Unit chair:* B Rasmussen (B)

*Prerequisite:* HNN728, HNN722 or equivalent and HNN725

*Note:* The unit HNN719 has been divided into two parts and replaced by Part A HNN725 and Part B HNN726.

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit comprises an individual research thesis in the area of nursing practice. Students are required to continue work on their research project, following on from HNN725 Research Thesis A. Students will continue to work with at least one supervisor, or supervision team.

### ASSESSMENT

Written thesis (20 000 words) 100%

## HNN727 – RESEARCH IN NURSING AND MIDWIFERY

*Offered at:* (X)

*Credit point(s):* 2

*Offerings:* Trimester 2

*EFTSL value:* 0.250

*Unit chair:* B Kent (B)

*Incompatible with:* HNN722, HNN728

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will enable students to develop increased understanding, knowledge and skills in a range of research methods and approaches relevant to applied research. It will also enable students to develop a critical understanding of the nature, scope and purpose of research within clinical practice contexts. They will be able to formulate relevant, appropriate and rigorous research questions, strategies, methods, data collection, analysis and dissemination approaches to address a chosen topic that addresses an issue (or issues) in their clinical setting. They will also enhance their understanding of strategies used to translate evidence into practice.

### ASSESSMENT

Assignment 1 (4000 words) 40%, assignment 2 (6000 words) 60%

### PRESCRIBED TEXTS

Creswell, JW 2009, Research design: qualitative, quantitative and mixed methods approaches, 4th edn, sage, Thousand Oaks.  
Schneider, Z, Whitehead, D & Elliot, D (eds). (2007), Nursing and midwifery research: methods and appraisal for evidence-based practice, 3rd edn, Mosby-Elsevier, Sydney

## HNN729 – TRENDS AND NURSING FUTURES

*Offering information:* Not offered in 2012

*Offered at:* (X)

*Credit point(s):* 1

*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* A Hutchinson (B)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to allow the student to develop a greater understanding of the future of nursing and to reflect on their own experiences and clinical practice. The student will explore a number of contemporary issues and constructions of nursing/midwifery practice and research. The unit acknowledges that global economic imperatives and the global market place influence health politics and the delivery of health care. Within this context, the unit explores a number

of trends that impact on future nursing/midwifery practices.

### ASSESSMENT

Written assignment 1 (3000 words) 60%, written assignment 2 (2000 words) 40%

## HNN730 – ADVANCED DIAGNOSTIC REASONING

Offered at: (X)  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776 or undertaken as a single unit of study.

Unit chair: J Considine (B)

Prerequisite: or Co-requisite: For students enrolled in H773 Master of Nursing Practice (Nurse Practitioner): HNN731.

All other approved courses: Nil

Note: Before enrolment contact the course convenor to discuss your prospective clinical experience.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aims of this unit are to prepare students to extend their practice advanced clinical skills for extended practice within their chosen clinical domain with an emphasis on their clinical decision-making. Students will be able to focus on extending their role by building on their knowledge of quality, safety and therapeutic management to function for their clinical domain within this unit. This role extension also encompasses comprehensive patient/client assessments, clinical reasoning; formulation of diagnosis, interpretation of diagnostic testing of procedures, use of evidence, implementation and evaluation of care. The role development is according to the ANMC's national competency standards for the nurse practitioner and other professional practice guidelines.

### ASSESSMENT

Assessment 1: written assignment (2000 words) 40%, assessment 2: written assignment (3000 words) 60%, hurdle tasks\*.

\* The hurdle tasks required to be successfully completed by students enrolled in H773 Master of Nursing Practice (Nurse Practitioner) to fulfil requirements of the Nursing and Midwifery Board of Australia and to support their application for endorsement as a 'nurse practitioner' following successful course completion are presented on DSO.

## HNN731 – CONTEMPORARY NURSE PRACTITIONER ROLE

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Must be enrolled H773 or undertaken as a single unit of study.

Unit chair: D Phillips (B)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to develop the student's knowledge and understanding of the role and function of the professional nurse practitioner to undertake collaborative practice across complex interdisciplinary alliances. This role development is according to the national competency standards and other professional practice guidelines including prescribing of medications. Contemporary leadership theory, consultancy, advanced teamwork and ethical, legal and socio-political issues relevant to the nurse practitioner's role will be examined. Students will commence a professional portfolio that demonstrates critical analysis, synthesis and evaluation to monitor this changing role.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

### CLINICAL ASSESSMENT

Each student is required to have access to a clinical supervisor to support extension of their field of practice for their clinical domain. A professional portfolio is to be maintained including placement and clinical supervisor agreements to be submitted to the course coordinator. In addition, the student is required to engage in oral presentations and assessment feedback is to be kept in their copy of the professional portfolio. These requirements are designed to assist each student in their application to the Australian Health Practitioner Regulation Agency (AHPRA), Nursing and Midwifery Board of Australia (NMBA) for endorsement as a 'Nurse Practitioner'.

## HNN732 – ADVANCED CLINICAL DECISION MAKING

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776 or undertaken as a single unit of study

Unit chair: B Redley (B)

Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731

All other approved courses: Nil

Corequisite: HNN733

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aims of this unit are for each student to build on HNN730 Advanced Diagnostic Reasoning in extending their knowledge and skills for their clinical domain of practice. Students will be challenged to integrate knowledge of the broader issues related to autonomous and collaborative decision making as a nurse. This is supported by students working closely with a professional practice mentor/clinical supervisor to articulate clinical decision making and engagement in collaborative relationships; and maintaining a professional portfolio encompassing critical analysis, synthesis and evaluation. This role development is according to the ANMC's national competency standards for the nurse practitioner, other professional guidelines and in reference to quality, safety and therapeutic medication management specific for the clinical domain of practice.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

### CLINICAL ASSESSMENT

Each student is required to have access to a clinical supervisor to support extension of their field of practice for their clinical domain. A professional portfolio is to be maintained including placement and clinical supervisor agreements to be submitted to the course coordinator. In addition, the student is required to engage in oral presentations and assessment feedback is to be kept in their copy of the professional portfolio. The student is required to successfully complete all course requirements prior to submitting their application to the Nurses Board of Victoria as a 'nurse practitioner'.

## HNN733 – ADVANCED PRACTICE DEVELOPMENT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776 or undertaken as a single unit of study

Unit chair: J Considine (B)

Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731.

Other approved courses: Nil

Corequisite: HNN732

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aims of this unit are to provide students with the opportunity to explore principles and develop knowledge of evidence based practice research and their application into each student's chosen clinical domain of practice. Students will also explore issues surrounding health management, clinical audits, and risk management procedures to develop skills and strategies for quality improvement. These issues will also be in reference to the ANMC national competency standards for the nurse practitioner, professional practice guidelines; and quality and safety.

### ASSESSMENT

Assessment 1: written assignment (2000 words) 40%, assessment 2: written assignment (3000 words) 60%, hurdle tasks\*.

\* The hurdle tasks required to be successfully completed by students enrolled in H773 Master of Nursing Practice (Nurse Practitioner) to fulfill requirements of the Nursing and Midwifery Board of Australia and to support their application for endorsement as a 'nurse practitioner' following successful course completion are presented on DSO.

## HNN734 – ADVANCED PRIMARY HEALTH CARE PRACTICE

*Offering information: Not offered in 2012*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: HNH739  
Unit chair: R Brown (B)  
Incompatible with: HNH639, HNH739*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the primary health care approach to developing and maintaining health. Primary health care has emerged as an outcome of international dialogue and supports the notion that health care systems, world wide, have developed a costly biomedical focus. Students will be asked to explore the development and implementation of a more sustainable provision of basic health care in Australia and apply this knowledge to their current clinical practice settings.

### ASSESSMENT

Assignment (2000 words) 40%, assignment (3000 words) 60%

## HNN740 – PRINCIPLES OF INTRAOPERATIVE NURSING CARE 1

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Parkman (B)  
Contact hours: Theoretical component 3 hours per week (a combination of lectures and online learning modules). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off-campus students; however there are significant on campus requirements*

### CONTENT

The unit covers: infection prevention and control relating to the care of patients undergoing surgery including asepsis, sterilisation and disinfection, and environmental controls; the implementation and maintenance of a safe environment for patients including patient positioning, standard and additional precautions; planning for intraoperative patient care; concepts of practice within the role of the circulating and instrument nurse; and the legal and ethical issues that affect practice, including perioperative documentation, consent, and counting of accountable items.

### ASSESSMENT

Group presentation and individual report (1500 words) 40%, examination (2 hours) 60%, clinical assessments pass/fail

Both the theoretical and clinical components of the assessment must be passed in order to gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.*

## HNN741 – NURSING INQUIRY FOR SPECIALIST PRACTICE

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: A Parkman (B)  
Contact hours: Contact hours: Theoretical component 3 hours per week (a combination of lectures and online readings). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off-campus students; however there are significant on campus requirements*



**CONTENT**

The unit covers: professional competence, recognition and regulation in the nursing profession; theories surrounding loss and grief in relation to nursing practice; current and emerging trends in transcultural nursing practice; communication patterns applicable to healthcare settings and multidisciplinary teams that includes healthcare culture, dynamics of teams, effective communication, conflict resolution, and horizontal violence; assessing and meeting the needs of individuals; and teaching and learning processes that are nurse led and occur in the context of patient care and staff development.

**ASSESSMENT**

Reflective assignment (1500 words) 30%, assignment (3500 words) 70%

## HNN742 – PRINCIPLES OF ANAESTHESIA AND POST ANAESTHESIA NURSING CARE 2

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Rawani (B)  
Prerequisite: HNN755, HNN740  
Contact hours: Theoretical component 3 hours per week (a combination of lectures and online tutorials, modules). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off-campus students, however there are significant on-campus requirements.*

**CONTENT**

The unit includes: advanced monitoring techniques related to the care of patients undergoing anaesthesia and post anaesthesia care; assessment and management of complications and emergencies related to anaesthesia and post anaesthesia care; an introduction to paediatric and obstetric anaesthesia including anatomy and physiology, related anaesthesia techniques, and post anaesthesia care.

**ASSESSMENT**

Assignment (1500 words) 40%, examination (2 hours) 60%, clinical assessments pass/fail.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.

## HNN743 – PRINCIPLES OF INTRAOPERATIVE NURSING CARE 2

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Parkman (B)  
Prerequisite: HNN755, HNN740  
Contact hours: Theoretical component 3 hours per week (a combination of lectures, online modules and tutorials). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

**CONTENT**

The unit includes: surgical anatomy related to patients undergoing general and specialty surgery including orthopaedic, urology, and obstetrics; intraoperative nursing considerations and the management of surgical complications; principles and management of patients undergoing day surgery including preadmission, patient assessment, discharge planning.

**ASSESSMENT**

Assignment (1500 words) 40%, examination (2 hours) 60%, clinical assessments pass/fail. Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.*

## HNN744 – SPECIALTY PERIOPERATIVE PRACTICE 1

Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: A Parkman (B)

Prerequisite: HNN740, HNN755

Corequisite: HNN742, HNN743

Incompatible with: HNN753

Contact hours: Theoretical component 3 hours per week (a combination of lectures and online tutorials and readings). Students will be expected to undertake an additional seven hours per week of independent study.

Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.

Online teaching methods require internet access. Please refer to the most current computer specifications.

\* Students enrol as off campus students, however there are significant on campus requirements.

### CONTENT

#### Intraoperative Stream

The unit includes: surgical anatomy, care, management and complications associated with advanced surgical procedures such as gastrointestinal, vascular, thoracic and neurosurgery; advanced life support; evidence-based perioperative practice and critical appraisal of interventions.

#### Anaesthesia / PACU Stream

The unit includes: care, management, and complications of the patient undergoing vascular, thoracic and neurosurgical procedures; advanced life support; evidence-based anaesthesia and post-anaesthesia practice and critical appraisal of interventions.

### ASSESSMENT

Assignment (1500 words) 40%, assignment (2000 words) 60%, clinical assessments pass/fail.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.

## HNN745 – SPECIALITY PERIOPERATIVE PRACTICE 2

Offering information: Not offered in 2012

Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: A Parkman (B)

Prerequisite: HNN755, HNN740

Corequisite: HNN742, HNN743

Contact hours: Theoretical component 3 hours per week (a combination of lectures and online tutorials and readings). Students will be expected to undertake an additional 7 hours per week of independent study.

Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.

Online teaching methods require internet access. Please refer to the most current computer specifications.

\* Students enrol as off campus students, however there are significant on campus requirements.

### CONTENT

The unit includes: surgical anatomy, perioperative nursing considerations and management of complications for patients undergoing specialty surgery including cardiac; care of the perioperative trauma patient; critical incident and risk management.

### ASSESSMENT

Assignment (1500 words) 40%, assignment (2000 words) 60%, clinical assessments pass/fail. Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload. Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.

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## HNN746 – NURSING, CULTURAL DIVERSITY AND POLITICS OF HEALTH CARE

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: B Redley (B)

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the contemporary trends in nursing and health care policy, planning and delivery in a culturally diverse society; influences of politics, economics, the social-cultural environment and other contextual factors on the policy, planning, organisation and delivery of health and nursing care in a culturally diverse society; nature and implications of changing demographics, locally and globally, for the health care system and the nursing profession; racial, ethnic and aged disparities in health care and the capacity of health care services and the nursing profession to meet the health and social care needs of vulnerable populations; processes for ensuring a culturally and linguistically appropriate response to nursing and health care service delivery; role of technology, caring, and the impact of technological innovations on the practice of nursing; politics of health care reform and the expanded role of the nurse (e.g. nurse practitioners); global shortage of nurses and the problem of ensuring ethical recruitment and supply to meet local and global workforce needs; and future trends and challenges.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

## HNN749 – PATIENT SAFETY AND RISK MANAGEMENT

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M-J Johnstone (B)  
Incompatible with: HNN718*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit has as its focus a critical examination of patient safety and risk management in hospital contexts. Particular attention is given to human error theory and clinical governance as an overarching guiding framework for progressing patient safety and taking a systems approach to reducing the incidence and impact of preventable adverse events in health care domains. Students will be given the opportunity to make a critical examination of the organisational contexts in which adverse events occur, the role of

clinical governance in facilitating a systematic approach to reducing the incidence and impact of preventable adverse events in clinical practice, principles and processes of human error management, system and human factor enablers and barriers to achieving safe health care, patient safety competencies (individual and institutional), and accountability and responsibility for patient safety and risk management in health care domains.

### ASSESSMENT

Assignment 1 – Critique of a journal article OR select case scenario addressing a substantive patient safety and/or risk management issue (2000 words) 40%, assignment 2 – critical essay OR critical case study on a practice-related patient safety and/or risk management issue (3000 words) 60%

## HNN750 – INQUIRY INTO CRITICAL CARE NURSING PRACTICE

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty streams of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

### CONTENT

The unit is divided into four distinct modules and covers: transcultural and psychosocial concepts of brain death, complicated loss and grief, critical incident stress debriefing within critical care domains including the nursing considerations of patient care, family and the multidisciplinary care team; current and emerging concepts of competency, specialisation and the workforce and economic considerations of nursing roles including outreach teams, managed care and critical care units without walls; policy and practice development within critical care domains including the contribution of patient and consumer perspectives; and

critical care outcome measures including APACHE and specific nursing outcomes measures.

#### ASSESSMENT

Presentation 20%, assignment (4000 words) 80%

## HNN751 – ADVANCED PHYSIOLOGY AND PATIENT ASSESSMENT

*Offered at: (X\*)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Oldland (B)*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty streams of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

#### CONTENT

The unit covers: biophysical and psychosocial response of patients to critical illness and injury; in-depth respiratory physiology and advanced physiological considerations; neurological, gastrointestinal, renal and musculoskeletal physiology; in-depth cardiovascular physiology and haemodynamic assessment; advanced complex patient assessment; and the role of the critical care nurse in complex continuous and intermittent patient monitoring.

#### ASSESSMENT

Assignment (1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%

Clinical assessment pass/fail, satisfactory completion of clinical competencies.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.*

## HNN752 – CORE PRINCIPLES OF CARE FOR THE CRITICALLY ILL PATIENT

*Offered at: (X\*)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Oldland (B)*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty streams of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

#### CONTENT

The unit is divided into four distinct modules and covers: systems and principles of homeostatic maintenance including acid-base balance, fluid and electrolyte balance, intravenous fluid management and advanced life support; the implementation and management of therapeutic technologies including oxygen therapy, artificial airways, mechanical and non-invasive ventilation; pharmacology and pharmacokinetics including inotropes, vasoactives, fibrinolytics and antiarrhythmics; and concepts of practice within the specific role of the critical care nurse for example patient weaning, cardiac pacing and clinical decision making related to mechanical ventilation.

#### ASSESSMENT

Assignment (1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%.

Clinical assessment pass/fail, satisfactory completion of clinical competencies.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.*

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## HNN755 – PRINCIPLES OF ANAESTHESIA AND POST ANAESTHESIA NURSING CARE 1

Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 1  
EFTSL value: 0.125  
Unit chair: S Rawani (B)

Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study.

*Note: This unit is part of the Perioperative Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

Online teaching methods require internet access. Please refer to the most current computer specifications.

*\*Students enrol as off campus students, however there are significant on campus requirements.*

### CONTENT

The unit covers: applied anatomy and pathophysiology relating to respiratory and cardiac systems for the care of patients undergoing anaesthesia and post anaesthesia care; the role of the anaesthetic/post anaesthetic nurse; patient assessment in the pre-, intra- and post-operative periods; physiological monitoring systems for patients undergoing anaesthesia and in the post anaesthesia care environment; an introduction to techniques and pharmacological agents of anaesthesia; and an introduction to post anaesthetic care including pain management, discharge criteria and management of nausea and vomiting and other complications.

### ASSESSMENT

Assignment (1500 words) 40%, examination (2 hours) 60%, clinical assessments pass/fail.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Clinical assessments form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

## HNN764 – INTENSIVE CARE NURSING 1

Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Prerequisite: HNN751, HNN752

Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional seven hours per week of independent study.

*Note: This unit is part of the Intensive Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

Online teaching methods require internet access. Please refer to the most current computer specifications.

*\* Students enrol as off campus students, however there are significant on campus requirements.*

### CONTENT

The unit is divided into four distinct modules and covers: assessment and management of patients with a variety of cardiovascular and neurology dysfunctions; care of the elderly critically ill patient and psychosocial aspects of nursing care; advanced electrocardiography concepts; and specialty practice issues in Intensive Care Nursing including advanced treatment modalities for renal and cardiac failure, and complex neurological and respiratory conditions.

### ASSESSMENT

Presentation (equivalent of 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail; satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

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## HNN765 – CARDIAC CARE NURSING 1

Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2  
EFTSL value: 0.125  
Unit chair: E Oldland (B)

*Prerequisite: HNN751, HNN752*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Cardiac Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

### CONTENT

The unit is divided into four distinct modules and covers: assessment and management of patients with a variety of cardiovascular and neurology dysfunctions; care of the elderly critically ill patient and psychosocial aspects of nursing care; advanced electrocardiography concepts; and specialty practice issues in Cardiac Care Nursing including advanced treatment modalities for cardiac failure and complex electrocardiography.

### ASSESSMENT

Presentation (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail; satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

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## HNN766 – EMERGENCY CARE NURSING 1

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Prerequisite: HNN751, HNN752*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional seven hours per week of independent study.*

*Note: This unit is part of the Emergency Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.  
Online teaching methods require internet access. Please refer to the most current computer specifications.*

*\* Students enrol as off campus students, however there are significant on campus requirements.*

### CONTENT

The unit is divided into four distinct modules and covers: assessment and management of patients with a variety of cardiovascular and neurology dysfunctions; care of the elderly critically ill patient and psychosocial aspects of nursing care; advanced electrocardiography concepts; and specialty practice issues in Emergency Care Nursing including mental health, paediatric, gynaecology, and obstetric considerations; and assessment and management of primary care presentations and injuries.

### ASSESSMENT

Presentation (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail; satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit.

Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

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## HNN767 – CRITICAL CARE NURSING 1

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Prerequisite: HNN751, HNN752*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Critical Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

Online teaching methods require internet access. Please refer to the most current computer specifications.

\* Students enrol as off campus students, however there are significant on campus requirements.

### CONTENT

The unit is divided into four distinct modules and covers: assessment and management of patients with a variety of cardiovascular and neurological dysfunctions; care of the elderly critically ill patient and psychosocial aspects of nursing care; advanced electrocardiography concepts and specialty practice issues in Critical Care Nursing including advanced treatment modalities for renal and cardiac failure, paediatric conditions, and complex respiratory conditions.

### ASSESSMENT

Presentation (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail, satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit.

Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

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## HNN774 – INTENSIVE CARE NURSING 2

*Offered at: (X\*)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: E Oldland (B)*

*Prerequisite: HNN751, HNN752*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional seven hours per week of independent study*

*Note: This unit is part of the Intensive Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

\* Students enrol as off campus students, however there are significant on campus requirements.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit is divided into four distinct modules and covers: concepts of shock and multi-organ dysfunction including the appropriate care of patients; management of patients with a variety of cardiac dysfunctions; nursing considerations relating to the care of patients with endocrine disorders; and specialty practice issues in Intensive Care Nursing related to cardiac surgery, nutrition, gastrointestinal disorders, burns, and toxicology.

### ASSESSMENT

Assignment (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail, satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

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## HNN775 – CARDIAC CARE NURSING 2

*Offered at: (X\*)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: E Oldland (B)*

*Prerequisite: HNN751, HNN752*

*Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Cardiac Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

\* Students enrol as off-campus students, however there are significant on-campus requirements.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit is divided into four distinct modules and covers: concepts of shock and multi-organ dysfunction

including the appropriate care of patients; management of patients with a variety of acute cardiac dysfunctions; nursing considerations relating to the care of cardiac patients with endocrine disorders; and specialty practice issues in Cardiac Care Nursing related to cardiac surgery, chronic heart failure, and patient education and rehabilitation.

### ASSESSMENT

Assignment (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail, satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit. Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory clinical practicum component in a unit will normally lead to exclusion.*

## HNN776 – EMERGENCY CARE NURSING 2

*Offered at: (X\*)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Prerequisite: HNN751, HNN752  
Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Emergency Care, Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*\* Students enrol as off-campus students, however there are significant on-campus requirements.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is divided into four distinct modules and covers: concepts of shock and multi-organ dysfunction including the appropriate care of patients; management of patients with a variety of acute cardiac dysfunctions; nursing considerations relating to the care of patients with endocrine disorders; and specialty practice issues

in Emergency Care Nursing related to trauma, assault, triage, gastrointestinal disorders, burns and toxicology.

### ASSESSMENT

Assignment (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail, satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit.

Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

*Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.*

## HNN777 – CRITICAL CARE NURSING 2

*Offered at: (X\*)  
Offerings: Trimester 2  
Credit point(s): 1*

*EFTSL value: 0.125  
Unit chair: E Oldland (B)  
Prerequisite: HNN751, HNN752  
Contact hours: Theoretical component 3 hours per week (a combination of lectures, online tutorials and seminars). Students will be expected to undertake an additional 7 hours per week of independent study*

*Note: This unit is part of the Critical Care Specialty stream of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.*

*\* Students enrol as off-campus students, however there are significant on-campus requirements.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is divided into four distinct modules and covers: concepts of shock and multi-organ dysfunction including the appropriate care of patients; management of patients with a variety of acute cardiac dysfunctions; nursing considerations relating to the care of patients with endocrine disorders; and specialty practice issues in critical care nursing related to cardiac surgery, nutrition, gastrointestinal disorders, patient education and rehabilitation, and toxicology.



**ASSESSMENT**

Assignment (equivalent to 1500 words) 40%, examination (1.5 hours) 40%, tests (3) 20%. Clinical assessment pass/fail, satisfactory completion of clinical competency hurdles and assessment.

Both the theoretical and clinical components of the assessment must be passed in order to successfully gain an overall pass in this unit.

Compulsory clinical hurdles form part of the assessment of this unit. Recognition of the importance of clinical assessments is calculated in the overall student workload.

Note: Failure of a compulsory practicum component in a unit will normally lead to exclusion.

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## HNN780 – QUALITY AND SAFETY IN MEDICATION MANAGEMENT

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776 or undertaken as a single unit of study*  
*Unit chair: C Cleary (B)*  
*Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731, HNN732, HNN733.*  
*All other approved courses: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to prepare students for quality and safe prescribing practice. Students will extend their knowledge of prescribing using the principles of quality medicine safety and management required for an autonomous prescriber role.

**ASSESSMENT**

Written assignment (3000 words) 50%, examination (2 hours) 50%

**CLINICAL ASSESSMENT**

[For students enrolled in the Master of Nursing Practice (Nurse Practitioner)]  
 Each student is required to have access to a clinical supervisor to support extension of their field of practice for their clinical domain. A professional portfolio is to be maintained including placement and clinical supervisor

agreements to be submitted to the course coordinator. In addition, the student is required to engage in oral presentations and assessment feedback is to be kept in their copy of the professional portfolio. The student is required to successfully complete all course requirements prior to submitting their application to the Nursing and Midwifery Board of Australia for endorsement as a 'nurse practitioner'.

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## HNN781 – THERAPEUTIC MEDICATION MANAGEMENT

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in one of the following courses: H645, H665, H666, H667, H672, H675, H676, H771, H773, H776 or undertaken as a single unit*

*Unit chair: V Brotto (B)*  
*Prerequisite: For H773 Master of Nursing Practice (Nurse Practitioner) students: HNN730, HNN731, HNN732, HNN733, HNN780.*  
*All other approved courses: HNN780*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will expand the clinician's knowledge of pharmacological principles and medication management according to their clinical domain as an autonomous prescriber. In addition, the unit will prepare clinicians for the role and responsibility to independently prescribe medicines.

**ASSESSMENT**

Online quiz, case presentation (2500 words) 50%, examination (2 hours) 50%

**CLINICAL ASSESSMENT**

[For students enrolled in the Master of Nursing Practice (Nurse Practitioner)]

Each student is required to have access to a clinical supervisor to support extension of their field of practice for their clinical domain. A professional portfolio is to be maintained including placement and clinical supervisor agreements to be submitted to the course coordinator. In addition, the student is required to engage in oral presentations and assessment feedback is to be kept in their copy of the professional portfolio. The student is required to successfully complete all course requirements prior to submitting their application to the Nursing and Midwifery Board of Australia for endorsement as a 'nurse practitioner'.

## HNN788 – ADVANCED CONCEPTS IN SPECIALTY PRACTICE

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: J Preston (B)  
Prerequisite: HNN751 and HNN752  
Incompatible with: HNN784, HNN785, HNN786, HNN787

Note: This unit is part of the Intensive Care, Cardiac Care, Emergency Care and Critical Care Specialty streams of the Master of Nursing Practice for students who are also employed in a suitable clinical area in partnership with Deakin University.

Online teaching methods require internet access. Please refer to the most current computer specifications.

Students enrol as off-campus students, however there are significant on-campus requirements. Lectures are conducted on campus at the Melbourne Burwood Campus and are videoconferenced to other venues.

### CONTENT

The unit covers the advanced assessment and management of patients with organ dysfunction requiring complex physiological interventions and support; emerging trends in evidence-based speciality nursing practice; advanced cardiac electrocardiography; and planning and management of workforce issues related to critical care units including staff mentoring and supervision, and operational issues.

### ASSESSMENT

Written assignment 1 (2500 words) 50%, written assignment 2 (2500 words) 50%

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## HNR412 – RESEARCH PLANNING IN NURSING

Offered at: (B, S, W)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing (Honours) program to enrol in this unit)  
Unit chair: R Brown (B)  
Contact hours: 3 hours per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit builds on HBS400 Research Methods. It provides students with an understanding of developing a research proposal, from the identification of a research issue and literature review through to writing and submitting the proposal for approval by an ethics committee.

### ASSESSMENT

Abstract (300 words) 20%, literature review (4000 words) 70%, oral presentation of project 10%

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## HNR414 – RESEARCH PROJECT

Offered at: (B, S, W)  
Credit point(s): 4  
Offerings: Trimester 1, Trimester 2

EFTSL value: 0.500  
Cohort rule: (Normally students must be enrolled in the Bachelor of Nursing (Honours) degree to enrol in this unit)  
Unit chair: M Botti (B)  
Contact hours: Negotiable between supervisor and student

Note: The Code of Good Practice in Supervision of Higher Degrees by Research outlines the responsibilities of students and supervisors and expected outcomes.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit comprises an individual research thesis in the area of nursing practice. Students are required to outline their research project proposal as a requirement of HNR412 and to discuss their topic with the School of Nursing and Midwifery's academic staff before submitting the proposal for approval. The topic of research should generally reflect the student's particular area of interest and be clearly related to the theoretical material presented in the supporting units. Students will be also required to present their research proposal at School of Nursing and Midwifery research colloquia.

### ASSESSMENT

Written report (16 000 words) 100%

## HPS111 – INTRODUCTION TO PSYCHOLOGY A

*Offered at: (B, CBD, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, CBD, G, W, X), Trimester 2 (X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: S Horwood (W)*

*Contact hours: 6 hours per fortnight: 1 x 2 hour lecture (or equivalent) per week, 1 x 2 hour practical (or equivalent) per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to introduce students to the discipline of psychology as a behavioural science. Students are introduced to basic theories in psychology, methods used in the practice of psychology, and the importance of evidence-based practice in several professions within psychology. The unit runs in two streams: The first is text based and aligns with weekly lectures and guest speakers. The second is skills based and runs through the tutorials. The unit begins with a history of the evolution of psychology as a discipline. We explore the fundamental questions that motivate the field and the major milestones in the development of psychology as a recognised scientific discipline. In this context, we provide an overview of the scientific method and its relevance to psychological research, and discuss ethics and other key issues that arise in the process of acquiring and applying knowledge. The unit then reviews the current state of knowledge in the field. First, we provide an overview of three theoretical approaches to understanding behaviour; these include biological bases of behaviour, environmental and experiential influences on behaviour, and the role of our thoughts and feelings on our behaviour (i.e. cognitive psychology). Areas covered include Brain and Behaviour, Learning, Consciousness and Thinking. Students are then introduced to Cultural and Indigenous Psychology, and three professional areas of psychology, Forensic, Neuropsychology and Health Psychology. Students learn about evidence-based practice, how to use theories to understand behaviour, and cover the areas of Stress, Health and Wellbeing. In the tutorial stream students learn critical-thinking and counselling skills.

### ASSESSMENT

Examination (2 hours) 45%, online orientation and assignment preparation module 10%, assignment (1500 words) 35%, group presentation (approximately 10 minutes) 10%

### PRESCRIBED TEXTS

Gazzaniga, M., Heatherton, T., & Halpern, D. (2009). *Psychological Science* (3rd ed.). New York: Norton & Co.

Lewandowski, G. W. (2009). *Psychological Science: Study Guide* (3rd ed.) New York: Norton & Co

Burton, L. (2009). *An interactive approach to writing essays and research reports in Psychology* (3rd ed.). Milton Qld: Wily & Sons.

*\* Please note that the prescribed texts are available in package form from campus bookshops. The same package is used in HPS121.*

## HPS121 – INTRODUCTION TO PSYCHOLOGY B

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (X), Trimester 2 (B, G, W, X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: H Bereznicki (G)*

*Contact hours: On campus students: 2 hours (1 x 1 hour seminar, 1 x 1 hour tutorial or equivalent) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The central theme of this unit relates to how individuals develop and manifest the 'higher order' characteristics that allow the 'human animal' to function in a complex and ever-changing world. We begin by looking at how we – as both biological and social beings – develop throughout the life span and we explore the complex interaction between biological and environmental influences.

The unit also presents a brief module covering the basic concepts of statistical reasoning as a foundation for further study in psychology. The fundamentals of descriptive and inferential statistics are outlined in order to give students a clear understanding of the context of their use as well as basic skills in simple statistical calculation and interpretation.

We then focus more specifically on the theories and empirical research associated with understanding how and why we each develop the particular combination of psychological traits that make up our own individual personalities. This is followed by an overview of the nature and causes of distortions in personality (i.e. psychological disorders). The contributions that the various theoretical perspectives make towards delivering treatments for psychological disorders is presented and evaluated. Subsequently, interpersonal behaviour is examined from the perspectives of the individual and the group. The origins and impact

of factors such as attitudes, beliefs, conformity, independence, prejudice and discrimination and social influence are considered. The most appropriate and informative research programs that have been (or could be) implemented to investigate these issues are discussed throughout. We then review various aspects of subjective wellbeing with focus on current theory and research.

Although HPS121 is designed to build upon the themes covered in HPS111, the unit has been constructed so that students may do the two units in either order, or do either unit on its own.

#### ASSESSMENT

Examination (2 hours) 50%, written assignment and other work 50%

#### PRESCRIBED TEXTS

Gazzaniga, M., Heatherton, T., & Halpern, D. (2009). *Psychological Science* (3rd ed.). New York: Norton & Co.  
 Lewandowski, G. W. (2009). *Psychological Science: Study Guide* (3rd ed.) New York: Norton & Co  
 Burton, L. (2009). *An interactive approach to writing essays and research reports in Psychology* (3rd ed.). Milton Qld: Wiley & Sons.

*\* Please note that the prescribed texts are available in package form from campus bookshops. The same package is used in HPS111.*

## HPS201 – RESEARCH METHODS IN PSYCHOLOGY A

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (X), Trimester 2 (B, G, W, X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: N Kambouroopoulos (B)*

*Prerequisite: HPS111 and HPS121*

*Incompatible with: HPS671, HPS771*

*Contact hours: 1 x 2 hour lecture per week, 6 x 2 hour tutorials (1 per fortnight)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will introduce students to a variety of parametric univariate statistics commonly used in psychology. The focus is on both a conceptual and analytical understanding, rather than strict computational problem solving. The unit progresses from a discussion of descriptive statistics and the foundation of hypothesis testing to the introduction of

specific statistical tests such as the t-test, chi-square, Analysis of Variance, Correlation and Regression. The concepts of reliability and validity in psychological research methodology will also be introduced. Students will be taught to analyse data primarily through definitional formulae, as well as a computer-based statistical package.

#### ASSESSMENT

Final examination (2 hours) 60%, assignment (maximum 2000 words) 40%

#### PRESCRIBED TEXTS

Howell, DC 2012, *Statistical Methods for Psychology*, 8th edition, Thomson/Wadsworth, Belmont, CA.

## HPS202 – CHILD AND ADOLESCENT DEVELOPMENT

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: H Skouteris (B) and M Hooley (B)*

*Prerequisite: HPS111 and HPS121*

*Incompatible with: HPS772*

*Contact hours: 5 x 2 hour practicals (fortnightly), 1 x 2 hour seminar per week*

*On campus students are required to attend practical classes and are highly recommended to attend seminars.*

*Weekly readings are prescribed and to support flexible delivery of unit content, online lectures are available for each topic.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*On-campus students are required to attend practical classes*

#### CONTENT

The unit addresses the study of several aspects of child development (cognitive, linguistic, social, emotional, moral) from infancy to adolescence using a variety of theoretical orientations. Research evidence from various sources (naturalistic observation to laboratory experiments) is presented to show how basic information about the processes of development has implications for the understanding of real-life problems.

#### ASSESSMENT

Examination (2 hours) 50%, written assignment (2000 words) 50%

**PRESCRIBED TEXTS**

White, F., Hayes, B. and Livesey, D. (2010).  
Developmental psychology, 2nd edition. Pearson:  
Australia, ISBN: 9781442512146.

**HPS203 – COGNITIVE PSYCHOLOGY A**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Sharman (B)*

*Prerequisite: HPS111 and HPS121*

*Incompatible with: HPS673, HPS773*

*Contact hours: 1 x 2 hour seminar per fortnight, 1 x 1.5 hour online lecture per week, 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit presents a broad coverage of theories proposed by psychologists to explain the processes by which humans acquire, store, communicate, and use knowledge or information; the various research methods used by psychologists to study these processes; and some classic experimental findings in cognitive psychology which are the cornerstones of these theories. Topics covered in the unit include pattern recognition, attention, memory, text comprehension, reasoning, decision-making and problem-solving. These topics are treated within an information-processing approach to human cognition.

**ASSESSMENT**

Examination (2 hours) 60%, assignment (1200 words) 30%, activity worksheets 10%

**PRESCRIBED TEXTS**

Reisberg, D. (2010). *Cognition: Exploring the Science of the Mind* (4th ed.). New York: Norton.

Shrink-wrapped edition including Zaps workbook and online access.

**RECOMMENDED TEXTS**

Burton, L. J. (2010). *An interactive approach to writing essays and research reports in Psychology* (3rd ed.). Queensland: Wiley.

**HPS204 – INTRODUCTION TO SOCIAL PSYCHOLOGY**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: J Webb (B)*

*Prerequisite: HPS111 and HPS121*

*Incompatible with: HPS674, HPS774*

*Contact hours: 1 x 1 hour seminar per week, 1 x 2 hour tutorial per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the main theories and research methods of social psychology. Topics include: ethical issues in social psychology; social knowledge; attribution; nature and measurement of attitudes; changing attitudes; social influence; group processes and decision-making; prejudice; self and identity; affiliation, attraction and love; and prosocial behaviour.

**ASSESSMENT**

Examination (2 hours) 50%, assignment (2000 words) 50%

**PRESCRIBED TEXTS**

Vaughan, G & Hogg, M 2011, *Social Psychology*, 6th edn, Prentice-Hall, Sydney

**HPS205 – BEHAVIOURAL NEUROSCIENCE**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, G, X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: M Rogers (B)*

*Prerequisite: HPS111 and HPS121*

*Incompatible with: HPS675, HPS775, HSE207, HSO207*

*Contact hours: 4 hours (1 x 2 hour seminar and 1 x 2 hour practical class) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit addresses current neurophysiological and neuroanatomical knowledge of the central nervous system. The implications of this knowledge for our

understanding of human behaviour are examined. Topics include: neurons and neural networks; methods of studying the nervous system; basic neuroanatomy; visual and auditory sensory systems; motor activity; sleep; mental disorders and learning.

#### ASSESSMENT

Examination (2 hours) 60%, electronic assignment – laboratory work 30%, group presentation 10%

#### PRESCRIBED TEXTS

Kalat, JW 2009, Biological Psychology, 10th edn, Thomson/Wadsworth, Belmont, CA.

## HPS206 – PSYCHOLOGY IN THE CRIMINAL JUSTICE SYSTEM

*Offered at:* (B, G)

*Credit point(s):* 1

*Offerings:* Trimester 2 (B, G), Trimester 3 (CBD, X)

*EFTSL value:* 0.125

*Unit chair:* B Klettke (B)

*Contact hours:* 3 hours per fortnight (1 x 2 hour lecture, 1 x 1 hour practical)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*This unit may not be included as a part of a 10 point accredited major sequence in psychology (as required for application for further study in psychology).*

#### CONTENT

This unit provides students with an overview of how psychology informs and assists the criminal justice system. It also provides students with an understanding of the various applied roles that psychologists play within the criminal justice system. The unit is divided into three parts. The first briefly reviews the ways that psychologists, psychological research and theory contribute to the functioning of the criminal justice system. The second part of the unit provides an overview of: (a) theories of offending and their application, (b) why people commit various violent and sexual crimes, and (c) ways of dealing with offenders based on psychological research. Finally, the unit describes how psychological research into legal decision making has contributed to the understanding and processing of alleged criminal behaviour.

#### ASSESSMENT

Examination (1.5 hours) 50%, assignment (1500 words) 20%, 3 self-directed learning exercises (500 words each 10%) 30%

#### PRESCRIBED TEXTS

Harrower, J. (2001). Psychology in practice: Crime. Sydney, Australia: Hachette Australia.

## HPS301 – RESEARCH METHODS IN PSYCHOLOGY B

*Offered at:* Trimester 1 (B, G, W, X) Trimester 2 (X)

*Credit point(s):* 1

*EFTSL value:* 0.125

*Unit chair:* A Pearce (B)

*Prerequisite:* HPS201

*Incompatible with:* HPS781

*Contact hours:* 4 hours (1 x 2 hour lecture, 1 x 2 hour practical) per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides an advanced treatment of several important techniques required for the conduct of independent research. Topics include experimental design and the analysis of variance (ANOVA) statistical procedure including planned contrasts, simple effects, interpretation of higher order factorial designs; repeated measures and mixed-mode ANOVA; non-experimental designs, scale construction and surveys; sampling; data screening; and multiple regression. Students will be given experience in the design and conduct of psychological research, analysis of data using a computer-based statistical package, and writing research reports using APA format.

#### ASSESSMENT

Examination (2 hours) 60%, assignment (2000 words) 40%

## HPS302 – PATHWAYS THROUGH ADULTHOOD

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Unit chair:* T Knight (B)

*Prerequisite:* HPS111, HPS121

*Incompatible with:* HPS782

*Contact hours:* 12 x 2 hour practicals per trimester

*Note: On-campus students are required to attend practical classes.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an examination of the theories that underpin developmental psychology and the research methods used in this area. The physical, social, cognitive and personal aspects of adult development and ageing are considered, taking into account both the gains and losses associated with ageing. Although the focus is on normal ageing within changing social and historical contexts, the cognitive, behavioural and social consequences of age-related pathologies are also examined and the promotion of optimal ageing is explored.

### ASSESSMENT

Reflective Journal 15% (consisting of three separate journal entries each worth 5%), Case study 85% (4100 words consisting of class presentation 10%, literature review 30%, annotated transcript 10%, case analysis, discussion and reflection 35%)

### PRESCRIBED TEXTS

Bjorklund, BR (2011). *The Journey of Adulthood*, 7th edn, Prentice Hall, New Jersey

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## HPS303 – COGNITIVE PSYCHOLOGY B

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Gold (B)*

*Prerequisite: HPS203*

*Incompatible with: HPS783*

*Contact hours: 1 x 2 hour lecture per week and 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an advanced examination of current issues, theories and methods used in the area of cognitive psychology. Several questions will be addressed: how we can identify and model cognitive processes, how cognitive change occurs, and the extent to which we can produce behavioural change by effecting cognitive change. Examples will be drawn from the literature on cognitive development, problem-solving, decision-making, social cognition, classroom instruction, and clinical psychology. The focus will be on

close analysis of theories and the empirical evidence which bears on them.

### ASSESSMENT

Written assignment (1500 words) 35%, examination (2 hours) 60%, laboratory class attendance (on campus) or equivalent (off campus) 5%

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## HPS304 – THE SOCIAL PSYCHOLOGY OF RELATIONSHIPS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G Karantzias (B)*

*Prerequisite: HPS204*

*Incompatible with: HPS784*

*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require computer access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will gain an advanced understanding of social psychological research into interpersonal relationships processes. Students will learn about various topics such as: attachment and attitudinal processes, the formation and dissolution of relationships, emotions and prosocial behaviour in relationships, aggression and interpersonal hostility. Concurrently the unit will extend students' understanding of some major debates that have shaped the study of relationships and interpersonal processes.

### ASSESSMENT

Tutorial participation 15%, written assignment (1500 words) 35%, examination (2 hours) 50%

### PRESCRIBED TEXTS

Fletcher, GJO & Clark, MS 2001, *Blackwell Handbook of Social Psychology: Interpersonal processes*, Blackwell Publishing, Malden, MA

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## HPS307 – PERSONALITY

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), Trimester 3 (X)*

*EFTSL value: 0.125*

Unit chair: B Richardson (B)  
 Prerequisite: HPS111 and HPS121  
 Incompatible with: HPS791  
 Contact hours: 3 hours per week (1 x 2 hour lecture, 1 x 2 hour practical bi-weekly)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides students with an opportunity to explore a range of theoretical frameworks which are used in the study of personality. It will provide students with a sound knowledge of the nature of personality theories, and the major themes, assumptions and issues involved in this area. Students will analyse the psychoanalytic, learning, phenomenological, dispositional and cognitive approaches, in order to assess their practical usefulness and scientific status.

#### ASSESSMENT

Examination (2.5 hours) 50%, lab report (2000 words) 40%, case study analysis (2 pages) 10%

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## HPS308 – PSYCHOPATHOLOGY

Offered at: (B, G, W, X)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Unit chair: E Koukounas (B)  
 Prerequisite: HPS111 and HPS121  
 Incompatible with: HPS788  
 Contact hours: 1 x 2 hour online lecture per week, 8 x 2 hour seminars (4 compulsory and 4 non-compulsory)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit will provide students with an introduction to abnormal and clinical psychology from a descriptive, theoretical and experimental perspective. A critical examination and evaluation of abnormality will be presented within an integrated biopsychosocial framework. Topics covered will include a history of abnormality, an integrated model of abnormality, diagnosis and classification, as well as an examination of the major groups of disorders such as anxiety, mood and psychotic disorders. Where appropriate, there will be a discussion and evaluation of therapeutic interventions and ethical issues pertaining to abnormal behaviour.

#### ASSESSMENT

Examination (2 hours) 60%, essay (2000 words) 40%

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## HPS309 – PSYCHOLOGICAL TESTING AND MEASUREMENT

Offered at: (Online)  
 Credit point(s): 1  
 Offerings: Trimester 1, Trimester 2, Trimester 3 (2011-12)  
 EFTSL value: 0.125  
 Unit chair: L Satyen (B)  
 Prerequisite: HPS201  
 Incompatible with: HPS789  
 Contact hours: From trimester 2 2010 this unit is offered as a wholly online unit.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit examines the theoretical and psychometric bases of psychological tests of personality and intelligence. Current issues will be studied, and the general theoretical and psychometric issues will be discussed in relation to particular tests commonly used in psychological assessment. The ethics of psychological testing will be introduced.

#### ASSESSMENT

Examination (2 hours) 60%, assignment (1750 words) 40%

#### PRESCRIBED TEXTS

Cohen, R.J. & Swerdlik, M.E. (2009). Psychological testing and assessment: An introduction to tests and measurement. McGraw Hill:Boston.

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## HPS395 – CLINICAL NEUROSCIENCE

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1

EFTSL value: 0.125  
 Unit chair: E Koukounas (B)  
 Prerequisite: HPS205  
 Incompatible with: HPS795  
 Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per fortnight



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to provide an advanced examination of current issues, theories, methods, and applications relevant to the area of clinical neuroscience. The unit represents an extension of the principles introduced in HPS205 Behavioural Neuroscience to clinical disorders with a biological basis. Topics covered include: neural trauma and recovery neurodegenerative disorders; psychopharmacology and the principles of drug action; the biological treatment of schizophrenia, depression and anxiety; psychophysics and neuropsychological assessment; theories and disorders of sensation, perception, and action; higher-level functions.

### ASSESSMENT

Examination (2 hours) 60%, written assignment (1500 words) 40%

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## HPS425 – HONOURS IN PSYCHOLOGY PART A

*Offered at: (B, S)  
Credit point(s): 2  
Offerings: Trimester 1*

*EFTSL value: 0.250  
Unit chair: A Mussap (B)*

*Note: Honours in Psychology is divided into four parts-2 coursework and 2 thesis-each worth 2 credit points. All 4 parts must be successfully completed before a result will be obtained.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is the first part of the coursework components of Psychology Honours, which contributes 50% of the final grade. The thesis component is described in the course structures section of this Handbook.

Research Methods (trimester 1)  
Coordinator: M Stokes (B)

This element of coursework is designed to extend the knowledge and skills in research methods that you have developed over the first three years of your undergraduate study of psychology. The general aim is to provide you with research and analytic skills that may prove useful for your own research projects, as well as in your career. The course is intended to give you both a conceptual understanding and practical experience in multivariate data analysis. The subject

commences from data preparation, and will progress to more advanced statistical techniques. Laboratory classes will undertake weekly practical exercises using SPSS, and focusing upon the lecture topic of the week.

### ASSESSMENT

Examination (2 hours) 40%, analytic test (2 hours) 30%, essay (1500 words) 30%

Professional and Conceptual Issues in Psychology (trimester 1)

Coordinators: A Mussap (B) J Webb (B)

This element consists of two parallel parts. The first part is more didactic, and is designed to explore issues in the philosophy and history of science that are of relevance to psychology. This will be done in the framework of considering the scientist-practitioner model of training in professional psychology. Students will be asked to reflect on the nature of their undergraduate psychology training. The second part will involve an initial small-group discussion of target articles chosen to illustrate the issues covered in the first part. This element also focuses on ethical and professional issues that may arise in the gathering, promulgation, and application of psychological knowledge. The Code of Professional Conduct of the Australian Psychological Society is examined with respect to its coverage of the obligations of psychologists to their clients, research participants and students. The wider responsibilities of psychologists to maintain, develop and use their professional knowledge and expertise are also considered.

### ASSESSMENT

Examination (2 hours) 50%, essay (1500 words) 40%, colloquia analyses 10%

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## HPS426 – HONOURS IN PSYCHOLOGY PART B

*Offered at: (B, S)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Unit chair: A Mussap (B)*

*Note: Honours in Psychology is divided into 4 parts-2 coursework and 2 thesis-each worth 2 credit points. All 4 parts must be successfully completed before a result will be obtained.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is the second part of the coursework components of Psychology Honours, which contributes 50% of the final grade. The thesis component is described in the course structures section of this Handbook.

**Issues in Psychological Assessment (trimester 2)**

**Coordinator: L Byrne (B)**

**CONTENT**

This element provides an overview of the psychological assessment of an individual for various purposes and in a range of contexts. Major psychological tests will be studied with respect to their theoretical basis, construction, reliability, validity and applicability, including tests of ability, personality, attitude, mood, and occupational suitability. Both child/adolescent and adult populations will be considered. The process of formulative psychological opinion in casework will be introduced.

**ASSESSMENT**

WAIS-IV Scoring Exercise (500 words) 15%, case report (1500 words) 35%, examination (2 hours) 50%  
Prescribed Text

Groth-Marnat, G. (2009) Handbook of Psychological Assessment, 5th edition, N.J, John Wiley and Sons

**Counselling and Interpersonal Skills (trimester 2)**

**Coordinator: T Knight (B)**

**CONTENT**

This element provides an introduction to a problem management approach to counselling with clients of different ages, cultural backgrounds and presenting concerns. The common difficulties encountered during the counselling process will be addressed, together with ethical concerns. In addition, students are assisted to understand their own impact on the counselling process. Training in basic counselling skills such as listening, probing and empathic responding is provided. In addition to observation of videos and counselling sessions, students participate in role-plays, fish bowl exercises and counselling practice in class.

**ASSESSMENT**

DVD or Video presentation No. 1: Recording of 15 minute interview (student as counsellor) 1000 word critique of presentation 25%; DVD or video presentation No. 2: Recording of 30-45 minute interview (student as counsellor) plus 2000-2500 word written critique of presentation 75%

**HPS427 – HONOURS IN PSYCHOLOGY PART C**

*Offered at: (B, S)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: A Mussap (B)*

*Note: Honours in Psychology is divided into four parts-2 coursework and 2 thesis-each worth 2 credit points. All 4 parts must be successfully completed before a result will be obtained.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis component of Psychology Honours contributes 50% of the final grade, and is divided into HPS427 (trimester 1) and HPS428 (trimester 2).

**ASSESSMENT**

The thesis is completed in two parts: a 4000-word literature review, submitted mid-year, and a 5000-word empirical component submitted in October. The literature review and empirical report section of the thesis contribute 15% and 35% respectively to the final mark for the thesis component.

**HPS428 – HONOURS IN PSYCHOLOGY PART D**

*Offered at: (B, S)*

*Credit point(s): 2*

*Offerings: Trimester 2*

*EFTSL value: 0.250*

*Unit chair: A Mussap (B)*

*Note: Honours in Psychology is divided into four parts-2 coursework and 2 thesis-each worth 2 credit points. All 4 parts must be successfully completed before a result will be obtained.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The thesis component of Psychology Honours contributes 50% of the final grade, and is divided into HPS427 (trimester 1) and HPS428 (trimester 2).

**ASSESSMENT**

The thesis is completed in two parts: a 4000-word literature review, submitted mid-year, and a 5000-

word empirical component submitted in October. The literature review and empirical report section of the thesis contribute 15% and 35% respectively to the final mark for the thesis component.

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## HPS705 – ADVANCED CLINICAL ASSESSMENT

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* Students must be enrolled H750 Master of Psychology (Clinical) to enrol in this unit  
*Unit chair:* S Casey (S)  
*Prerequisite:* HPS779  
*Incompatible with:* HPS905  
*Contact hours:* 3 hours per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit deals with assessment for clinical syndromes with a view to planning treatment and evaluating progress. It also provides students with the skills to develop clinical profiles of clients in their placements. Topics include: the use and interpretation of specialised and in-depth tests, including projective techniques and multi-dimensional personality inventories, emphasising the development of a conceptual framework for conducting clinical assessments. Psychological testing is used to complement and enhance the clinical assessment. This unit aims to expand the students' expertise in following through specific hypotheses and utilising appropriate tests, and their skills in assessment, diagnosis and report writing. Each student will complete three comprehensive clinical reports of increasing complexity on cases seen in their placements.

### ASSESSMENT

Three case profiles (each 2000 words) 30%, 35%, 35%

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## HPS706 – CLINICAL PLACEMENT 1 AND CASE ANALYSIS SEMINAR 1

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* A Langbein (S)  
*Prerequisite:* Registration as a probationary psychologist, HPS777 and HPS779  
*Incompatible with:* HPS906  
*Contact hours:* 25 full time days of placement and seminar attendance 1.5 hours per week.  
*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The placement aims to develop student's assessment and professional skills and is facilitated through partnership with Barwon Health's Mental Health, Drug and Alcohol Services (MHDAS) located in Geelong and surrounding regions. The placement enables students to observe MHDAS facilities, staff and clients together with participating in assessment and treatment planning. Supervision will be provided either by a Clinical Psychologist within the student's placement setting or by another Clinical Psychologist should the first option not be possible.

The unit includes a Case Analysis seminar, which is attended by all first year clinical students and facilitated by staff. Within this seminar, students will be required to provide a case presentation from their placement experience. This is a formal presentation to peers and staff of the client's symptoms, history, assessments, diagnosis of the disorder using DMS-IV-TR, case formulation and a consideration of appropriate treatment strategies consistent with the formulation.

### ASSESSMENT

25 full time days attendance (including all rostered days at the placement agency) (hurdle), placement logbook submitted within 14 days of completing placement (hurdle); satisfactory report from placement supervisor of professional competence of student submitted within 14 days of completing placement (hurdle); written placement case study of 3000 words submitted within 14 days of completing placement (hurdle); attendance at weekly Case Analysis seminars (hurdle); 30 minute case presentation during Case Analysis seminar (hurdle).

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## HPS707 – APPLIED METHODOLOGY

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*Cohort rule:* Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit  
*Unit chair:* J Lum (S)  
*Incompatible with:* HPS907  
*Contact hours:* 3 hours per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on a variety of methodological approaches to research based upon the scientist-practitioner model of evidence-based practice. The course materials will review methods and statistical analyses with special reference to meta-analysis, clinical trials of psychological treatments, diagnostic accuracy of instruments and epidemiological studies. Students will be required to demonstrate their understanding of analyses appropriate to hypothesis testing, to run and interpret analyses, and to critically evaluate health issues and selected papers.

### ASSESSMENT

Examination (2 hours) 50%, one assignment (oral presentation and 1500 word report) 50%

### ASSESSMENT

Short assignments (2 x 1000 words) 15% each, essay (3000 words) 30%, evaluation of therapy role-play (1 hour) 40%

### PRESCRIBED TEXTS

Carr, A. (2006). *Family Therapy: Concepts, process and practice* (2nd ed.). London: Wiley & Sons.

Westbrook, D., Kennerley, H., & Kirk, J. (2011) *An introduction to cognitive behaviour therapy: Skills and applications* (2nd ed.) London: Sage.

Barlow, D.H. (2007). *Clinical handbook of psychological disorders: a step-by-step treatment manual* (4thed.). New York: Guilford Press.

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## HPS708 – PSYCHOLOGICAL THERAPY

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R King (S)  
Prerequisite: HPS777  
Incompatible with: HPS908  
Contact hours: 5 day workshop, 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is concerned with the development of both a theoretical and practical understanding of evidence based approaches for particular client groups and disorders. Through initial intensive workshops, students will develop preliminary competency in two evidence-based therapeutic approaches: cognitive-behaviour therapy and family therapy. After an initial consideration of what is meant by evidence-based therapy, the seminars in the unit will focus on evidence-based psychological therapies for anxiety: mood, eating, personality, substance-related and psychotic disorders as well as interventions for a range of childhood disorders. Throughout there will be considerable focus on the development of skills through the use of video recordings, practical exercises and role-plays.

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## HPS709 – CLINICAL PLACEMENT AND CASE ANALYSIS SEMINAR 2

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*Unit chair: R Diehm (S)  
Prerequisite: HPS706 and HPS777  
Incompatible with: HPS909  
Contact hours: 55 full time days of placement and seminar attendance 1.5 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The first module (Interprofessional Collaboration in Healthcare) aims to provide students from the various clinical streams across the Faculty with the opportunity to learn with, from and about each other in order to improve their willingness and ability to collaborate across disciplines to develop and deliver high quality integrated care pathways for the individuals and communities with whom they work.

The second module (Placement) is aimed at providing students with a wide range of client problems, age ranges (including children adolescents and the elderly) and clinical settings. The placements are designed to equip students with a range of professional skills and to develop an awareness of professional issues.

Placements will take part in one of various mental health service agencies, including but not limited to adult, child, adolescent, acute, chronic, community, forensic, and/or rehabilitation services. It is expected that for this unit students will undertake either an adult OR child/adolescent placement, and complement their third placement (Placement 3) with an adult OR

child/adolescent placement, depending on the second placement setting. At least two of the three placements undertaken in the Master of Psychology (Clinical) course must be regional or rural placements.

The placement program will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement. This will include the required amount of face-to-face contact time with the clients and the required contact time with the clinical supervisor. Contracts will be drawn up which will clearly specify the skills to be taught and the responsibilities of the student, the Placement Supervisor and the placement coordinator. It is expected that in all placements, students will have experience in assessment and therapy.

The unit includes a Case Analysis seminar, which is attended by all second year clinical students, and facilitated by staff. Within this seminar, students will be required to provide a case presentation from their placement experience. This is a formal presentation to peers and staff of the client's symptoms, history, the assessment techniques employed, the diagnosis of the disorder using DSM IV-TR, a case formulation and report of treatment strategies consistent with the formulation.

#### ASSESSMENT

Placement contract submitted within 14 days of commencing placement (hurdle); 55 full time days attendance at this placement agency (hurdle); placement logbook submitted within 14 days of completing placement (hurdle) satisfactory report from placement supervision on professional competence of student submitted within 14 days of completing placement (hurdle); written placement case study of 3000 words submitted within 14 days of completing placement (hurdle); attendance at weekly Case Analysis seminars (hurdle); 30 minute case presentation during Case Analysis seminar (hurdle); active participation in online interprofessional education module.

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## HPS711 – ADVANCED CLINICAL PRACTICE

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*Unit chair:* R King (S)  
*Prerequisite:* HPS708  
*Contact hours:* 3 hours per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit builds upon HPS708 Psychological Therapy and HPS714 Studies in Psychopathology. The unit begins with a consideration of what is meant by an integrative approach to therapy, from both the traditional perspectives (e.g., common factors, technical eclecticism, prescriptive eclecticism etc). Participants will be exposed to examples of evidence-based integrative therapy approaches (e.g., dialectical behaviour therapy, schema focused therapy, cognitive analytic therapy, mindfulness-based approaches and acceptance and commitment therapy). Preventative and early intervention philosophies will also be discussed as an important emerging role for clinical psychologists as will their role in rehabilitation. There will be a significant emphasis on skill-development throughout the unit.

#### ASSESSMENT

Essay (3,000 words) 50%, DVD of roleplayed therapy session and 1000 word analysis 50%

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## HPS712 – CLINICAL PLACEMENT AND CASE ANALYSIS SEMINAR 3

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Diehm (S)  
*Prerequisite:* HPS709  
*Incompatible with:* HPS912  
*Contact hours:* 55 full time days of placement and seminar attendance 1.5 hours weekly

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Placements are aimed at providing students with a wide range of client problems, age ranges (including children adolescents and the elderly) and clinical settings. The placements are designed to equip students with a range of professional skills and to develop an awareness of professional issues.

Placements will take part in one of various mental health service agencies, including but not limited to adult, child, adolescent, acute, chronic, inpatient, community, forensic, and/or rehabilitation services. It is expected that for this unit students will undertake either an adult OR a child/adolescent placement, and complement their second placement (Placement 2) with an adult OR child/adolescent placement, depending on the second placement setting. At least two of the three placements undertaken in the Master

of Psychology (Clinical) course must be regional or rural placements.

The placement program will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement. This will include the minimum amount of face-to-face contact time with clients and the minimum contact time with the clinical supervisor. Contracts will be drawn up which will clearly specify the skills to be taught and the responsibilities of the student, the Placement Supervisor and the placement coordinator. It is expected that in the third placement students will have experience in assessment and therapy.

The unit includes a Case Analysis seminar, which is attended by all second year clinical students, and facilitated by staff. Within this seminar, students will be required to provide a case presentation from their placement experience. This is a formal presentation to peers and staff of the client's clinical symptoms, history, the assessment techniques employed, the diagnosis of the disorder using DSM IV-TR, a case formulation and report of treatment strategies consistent with the formulation.

The unit includes a Case Analysis Seminar component, which is attended by all first and second year clinical students, and facilitated by staff. Within this seminar, students will be required to provide a case presentation from their placement experience. This is a formal presentation to peers and staff of the client's clinical symptoms, history, the assessment techniques employed, the diagnosis of the disorder using DSM IV-TR and a consideration of appropriate treatment strategies

#### ASSESSMENT

Placement contract submitted within 14 days of commencing placement (hurdle); 55 full time days attendance at this placement agency (hurdle); placement logbook submitted with 14 days of completing placement (hurdle); satisfactory report from placement supervision on professional competence of student submitted within 14 days of completing the placement (hurdle); two written placement case study of 3000 words each submitted within 14 days of completing placement (hurdle); attendance at weekly Case Analysis seminars (hurdle); 30 minute case presentation during Case Analysis seminar (hurdle).

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## HPS714 – STUDIES IN PSYCHOPATHOLOGY

*Offered at:* (S)

*Credit point(s):* 1

*Offerings:* Trimester 1 and 2 and 3

*EFTSL value:* 0.125

*Unit chair:* R King (S)

*Corequisite:* HPS779

*Incompatible with:* HPS914

*Contact hours:* 3 hours per week (combination of online and face-to-face)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The focus of this unit is on the development of a broad integrative approach to understanding psychological disorders through consideration of physiological, psychological, family and social factors that contribute to a broad biopsychosocial perspective. Issues related to classification and diagnosis will be covered, with a particular emphasis on a critical evaluation of DSM-IV-TR and ICD-10 as diagnostic tools as well as the proposed DSM-5. The major groups of psychological disorders such as mood, anxiety, psychotic disorders will be considered with a lifespan approach to understanding psychopathology in children, adolescents, adults and older adults. Current etiological theories and conceptual models for each disorder will be considered through a critical examination of relevant research.

#### ASSESSMENT

Examination (2 hours) 45%, seminar/online presentation 25%, assignment (3000 words) 30%

#### PRESCRIBED TEXTS

American Psychiatric Association (2000) Diagnostic & statistical manual of mental disorders (4th ed., text revision) DSM-IV-TR. Washington, DC: Author.

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## HPS715 – ISSUES IN PSYCHOLOGICAL ASSESSMENT

*Offered at:* (B, S)

*Credit point(s):* 1

*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* L Byrne (B)

*Contact hours:* 3 hours per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides an overview of the psychological assessment of an individual for various purposes and in a range of contexts. Major psychological tests will be studied with respect to their theoretical basis, construction, reliability, validity and applicability,

including tests of ability, personality, attitude, mood and occupational suitability. Both child/adolescent and adult populations will be considered. The process of formulative psychological opinion in casework will be introduced. Report writing skills will be developed and ethical issues discussed.

#### ASSESSMENT

WAIS-IV Scoring Exercise (500 words) 15%, case report (1500 – 2000 words) 35%, examination (2 hours) 50%

#### PRESCRIBED TEXTS

Groth-Marnat, G. (2009) Handbook of Psychological Assessment, 5th edition, N.J, John Wiley and Sons

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## HPS718 – RESEARCH PROJECT A

*Offered at: (B, S)*  
*Credit point(s): 1.5*  
*Offerings: Trimester 1*

*EFTSL value: 0.188*  
*Previously coded as: HPS716*  
*Unit chair: N Kambouroopoulos (B)*  
*Prerequisite: for part-time students, or co-requisite for full-time students: HPS742*

*Contact hours: 3 hours per week (on average)*  
*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is completed in conjunction with HPS790 over trimester 1 (HPS718) and trimester 2 (HPS790). Students completing these units will undertake a research project in small groups, choosing a project from the range offered by available supervisors. They will be required to familiarise themselves with the theory and past research in the area under investigation, and to participate in all the steps involved in research, including the ethics application, formulation of hypotheses, design and methodological decision making, collection and analysis of data, and evaluation of the research questions under consideration. Although activities such as data collection may be conducted as a group, students will prepare an individually written thesis that will be based on the findings of their study.

#### ASSESSMENT

Refer to assessment for HPS790

## HPS720 – CONFLICT, NEGOTIATION AND MEDIATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K von Treuer (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides students with both theoretical knowledge and practical skills in understanding conflict and the psychological processes which underpin negotiation and mediation. It is designed to train students in mediation skills. Topics addressed include the social psychology of negotiation, decision-making, mental models in negotiation, cross-cultural issues in negotiation, negotiation and mediation as alternative dispute resolution mechanisms, and the ethical, legal and operational constraints which impinge upon mediation practice.

#### ASSESSMENT

Simulated mediation 50%, logbook 20%, written assignment (2500 words) 30%

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## HPS721 – ORGANISATIONAL DEVELOPMENT AND CHANGE MANAGEMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Palermo (S)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will provide students with a theoretical and practical understanding of organisational development. Skills to critically examine organisational development initiatives and evaluation will be a focus of this unit. In addition, students will be taught change management skills which will enhance organisational purpose and client satisfaction through sound practice.

**ASSESSMENT**

Class presentation and report 50%, written assignment (2500 words) 50%

## HPS722 – FACILITATION, TRAINING AND EVALUATION IN ORGANISATIONS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Walker (S)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide students with a theoretical and practical understanding of training and development in organisations. Students will learn program evaluation skills and be given an opportunity to enhance their training and facilitation skills. The unit will also provide students with an opportunity to design, implement and evaluate an organisational training program.

**ASSESSMENT**

Class participation 10%, written assignment (2500 words) 60%, class presentation 30%

## HPS723 – ORGANISATIONAL PLACEMENT 1

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: V Sturre (B) and P Gray (B)*  
*Prerequisite: HPS759*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit fosters professional skills and awareness of professional issues in applied settings. Prior to their first placement, students are required to participate in a placement preparation activity designed to enhance placement planning and student development. Following this, each student will be assigned a first placement in an organisation, which will expose students to the workings of an organisation and the types of issues that arise in an organisational psychological context. The placement will be based on short and well-defined activities that students can complete for the organisation within a specified time period. The broad features of the activities will be negotiated with the organisation prior to the placement, with final details being agreed to by the student and the organisation within the first week of the placement. The project/activity will be directly relevant to organisational/industrial psychology and will relate to a concern that the organisation wishes to address.

**ASSESSMENT**

An ungraded pass is awarded for successful completion of the placement unit and its components. Satisfactory completion of the unit involves the following components:

- Satisfactory contribution and participation in pre placement scoping activities (e.g., development and assessment centre, meetings/discussion with Placement Coordinator/s, or alternative tasks);
- Attendance for agreed length of placement to an assigned organisation;
- Satisfactory completion of a project and/or placement activities aligned to organisational psychology;
- Satisfactory presentation of the logbook. This is a professional document required for registration purposes and must be maintained to an appropriate standard in terms of content and presentation. The content should be in the form of advanced discussion of placement activities accompanied by in-depth reflections;
- Satisfactory completion of the placement unit within the relevant University trimester time-frames;
- A report indicating satisfactory professional and ethical competence of the student from the Organisation Supervisor and the Deakin Supervisor, and
- Satisfactory participation in group and individual supervision sessions.
- If there is uncertainty regarding the satisfactory completion of any of the above components or if student competence is questioned, the Deakin Supervisor/Unit Chair(s) will review and determine the outcome.

Failure to complete the requirements of any one component satisfactorily will result in the student failing the assessment. Failure of a placement unit may lead to enrolment in the course being revoked.



## HPS724 – APPLIED METHODOLOGY FOR ORGANISATIONAL ANALYSIS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: M Fuller-Tyszkiewicz (B)  
Contact hours: 3 hours per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will provide students with an understanding of both quantitative and qualitative research methodology, and the skills to conduct research relating to organisations. The unit advances specialist knowledge of industrial and organisational psychology in the areas of research design, research methods, and statistical analysis. In particular the unit will focus on: techniques for the analysis of the type of data typically collected within organisations; methods for the effective presentation of results in organisational contexts; and critical evaluation of research design in organisational studies.

### ASSESSMENT

1 practical assignment 20%, 1 essay (2000 words) 40%,  
1 research proposal (2000 words) 40%

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## HPS725 – ORGANISATIONAL PLACEMENT 2

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1 and trimester 2

EFTSL value: 0.125  
Unit chair: V Sturre (B), P Gray (B)  
Prerequisite: HPS723

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will cover a wide range of organisational problems and experiences in a variety of settings. The placements are designed to equip students with professional skills and an awareness of professional issues. Students are expected to build on their learning from previous placements and continue to enhance their professional and technical competence. Students will be exposed to the workings of an organisation and

the types of issues that arise in a psychological context. The placement will be based on a well-defined activity that can be completed during the specified attendance period. The project/activity will be directly relevant to organisational/ industrial psychology and will relate to a concern that the organisation wishes to address. The student will prepare a written report for the organisation on the project outcome.

### ASSESSMENT

An ungraded pass is awarded for successful completion of the placement unit and its components. Satisfactory completion of the unit involves the following components:

- Satisfactory contribution and participation in pre placement scoping activities (e.g., development and assessment centre, meetings/discussion with Placement Coordinator/s, or alternative tasks);
- Attendance for agreed length of placement to an assigned organisation;
- Satisfactory completion of a project and/or placement activities aligned to organisational psychology;
- Satisfactory presentation of the logbook. This is a professional document required for registration purposes and must be maintained to an appropriate standard in terms of content and presentation. The content should be in the form of advanced discussion of placement activities accompanied by in-depth reflections;
- Satisfactory completion of the placement unit within the relevant University trimester time-frames;
- A report indicating satisfactory professional and ethical competence of the student from the Organisation Supervisor and the Deakin Supervisor, and
- Satisfactory participation in group and individual supervision sessions.
- If there is uncertainty regarding the satisfactory completion of any of the above components or if student competence is questioned, the Deakin Supervisor/Unit Chair(s) will review and determine the outcome.

Failure to complete the requirements of any one component satisfactorily will result in the student failing the assessment. Failure of a placement unit may lead to enrolment in the course being revoked.

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## HPS726 – THE SOCIAL PSYCHOLOGY OF ORGANISATIONS: AN INTRODUCTION

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
 Unit chair: C Fullarton (S)  
 Contact hours: 3 hours per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to introduce students to the social psychology of organisations, with particular emphasis on its implications for practice. Current advances in social psychology will be explored in the context of the varied roles and responsibilities an organisational psychologist can undertake. Additionally, students will further develop skills in report writing for organisations and in making oral presentations, skills that are essential in the organisational workplace.

### ASSESSMENT

Examination (2 hours) 50%, group report and brief oral presentation (2000 words) 40%, presentation 10%

### PRESCRIBED TEXTS

McShane S & Travaglione, T 2005 Organisational Behaviour on the Pacific Rim McGraw Hill: Australia

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## HPS727 – ORGANISATIONAL INTERVENTION STRATEGIES AND SKILLS

Offered at: (B)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Unit chair: A Walker (S)  
 Contact hours: 3 hours per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is concerned with the development of practical skills required to deliver individual and group-based interventions within the workplace. These skills include collecting and integrating information, then selecting and implementing appropriate intervention strategies. Interviewing and counselling skills will also be developed. Intervention strategies and skills to be learnt relate to topics such as team building, health promotion and bullying and harassment.

### ASSESSMENT

Assignment (1500 words) 30%, evaluation of in-class activities 20%, examination (2 hours) 50%,

## HPS728 – ORGANISATIONAL PLACEMENT 3

Offered at: (B)  
 Credit point(s): 1  
 Offerings: Trimester 1 and trimester 2

EFTSL value: 0.125  
 Unit chair: V Sturre (B) and P Gray (B)  
 Prerequisite: HPS725

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will cover a wide range of organisational problems and experiences in a variety of settings. The placements are designed to equip students with professional skills and an awareness of professional issues. Students are expected to build on their learning from previous placements and continue to enhance their professional and technical competence. Students will be exposed to the workings of an organisation and the types of issues that arise in a psychological context. The placement will be based on a well-defined activity that can be completed during a specified attendance period. The project/activity will be directly relevant to organisational/ industrial psychology and will relate to a concern that the organisation wishes to address. The student will prepare a written report for the organisation on the project outcome.

### ASSESSMENT

An ungraded pass is awarded for successful completion of the placement unit and its components. Satisfactory completion of the unit involves the following components:

- Satisfactory contribution and participation in pre placement scoping activities (e.g., development and assessment centre, meetings/discussion with Placement Coordinator/s, or alternative tasks);
- Attendance for agreed length of placement to an assigned organisation;
- Satisfactory completion of a project and/or placement activities aligned to organisational psychology;
- Satisfactory presentation of the logbook. This is a professional document required for registration purposes and must be maintained to an appropriate standard in terms of content and presentation. The content should be in the form of advanced discussion of placement activities accompanied by in-depth reflections;
- Satisfactory completion of the placement unit within the relevant University trimester time-frames;
- A report indicating satisfactory professional and ethical competence of the student from the Organisation Supervisor and the Deakin Supervisor, and

- Satisfactory participation in group and individual supervision sessions.
- If there is uncertainty regarding the satisfactory completion of any of the above components or if student competence is questioned, the Deakin Supervisor/Unit Chair(s) will review and determine the outcome.

Failure to complete the requirements of any one component satisfactorily will result in the student failing the assessment. Failure of a placement unit may lead to enrolment in the course being revoked.

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## HPS730 – OCCUPATIONAL HEALTH AND WELLBEING

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: L Satyen (B)*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will examine work-related variables including: (a) stress and burnout, (b) stress management, and (c) occupational health and safety. Topics include: an introduction to a determinants model of health, models of stress and coping; the effects of job demands, job control, and other organisational stressors on workers' health and quality of life; individual and organisational strategies for coping with stress; occupational health and safety; approaches to health promotion programs in the workplace.

### ASSESSMENT

Examination (2 hours) 50%, assignment (2500 words) 40%, student debate 10%

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## HPS739 – RESEARCH THESIS C

*Offered at: (X)*

*Offerings: Trimester 1*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: R King (S)*

*Prerequisite: HPS738*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Each student will submit a written report of the research thesis at the conclusion of the fourth year of the course. The report will be in the form of a journal article, and of a maximum length of 6000 words. Each student will work on an applied research topic that will be supervised by one or more members of the staff and may be co-supervised by a practitioner. To facilitate completion of the assessment requirement, each student will be required to first plan and submit a timeline of milestones to be accomplished across the two years of research thesis units. This plan will be regularly reviewed by the student and supervisor at the end of each research thesis unit. Significant delays in achieving the milestones will be immediately referred to the unit chair for appropriate assistance and action.

### NATURE AND SCOPE OF RESEARCH PROJECT

Whether topics are experimental or applied, all projects must be discussed with staff and approved before data collection is commenced. Discussion and approval will normally be obtained during completion of the literature review components HPS799 and HPS733 Thesis Literature Review A and B. Projects must include an empirical component. Specific advice regarding the selection of an appropriate research design is provided through the methodology for professional practice unit and the student's supervisor.

### SUPERVISION

The design and execution of all projects must be supervised by a suitably qualified staff member. This may be supplemented by an associate supervisor who is external to the University, where special additional expertise in a topic area is necessary. The primary supervisor may also assist in the selection of a statistics supervisor who should be consulted before data collection commences.

Projects in which a student works in conjunction with another student in data collection may be permissible; however, the supervisor needs to be satisfied that the data analysis and write-up are clearly the responsibility and work of the individual student submitting the project.

### ASSESSMENT

Satisfactory progress (hurdle)

## HPS740 – RESEARCH THESIS D

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R King (S)*  
*Prerequisite: HPS739*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Each student will submit a written report of the research thesis at the conclusion of the fourth year of the course. The report will be in the form of a journal article, and of a maximum length of 6000 words. Each student will work on an applied research topic that will be supervised by one or more members of the staff and may be co-supervised by a practitioner. To facilitate completion of the assessment requirement, each student will be required to first plan and submit a timeline of milestones to be accomplished across the two years of research thesis units. This plan will be regularly reviewed by the student and supervisor at the end of each research thesis unit. Significant delays in achieving the milestones will be immediately referred to the unit chair for appropriate assistance and action.

### NATURE AND SCOPE OF RESEARCH PROJECT

Whether topics are experimental or applied, all projects must be discussed with staff and approved before data collection is commenced. Discussion and approval will normally be obtained during completion of the literature review components HPS799 and HPS733 Thesis Literature Review A and B. Projects must include an empirical component. Specific advice regarding the selection of an appropriate research design is provided through the methodology for professional practice unit and the student's supervisor.

### SUPERVISION

The design and execution of all projects must be supervised by a suitably qualified staff member. This may be supplemented by an associate supervisor who is external to the University, where special additional expertise in a topic area is necessary. The primary supervisor may also assist in the selection of a statistics supervisor who should be consulted before data collection commences.

Projects in which a student works in conjunction with another student in data collection may be permissible; however, the supervisor needs to be satisfied that the data analysis and write-up are clearly the responsibility and work of the individual student submitting the project.

### ASSESSMENT

Thesis (6000 words, criterion-referenced) 100%, web-based poster presentation of research (hurdle), oral presentation of research findings (hurdle)

## HPS742 – RESEARCH METHODS IN PSYCHOLOGY C

*Offered at: (B, S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Stokes (B)*  
*Contact hours: 4 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to extend the knowledge and skills in research methods that you have developed over the first three years of your undergraduate study of psychology. The general aim is to provide you with research and analytic skills that may prove useful for your own research projects, as well as in your career. The course is intended to give you both a conceptual understanding and practical experience in multivariate data analysis. The subject commences from data preparation, and will progress to more advanced statistical techniques. Laboratory classes will undertake weekly practical exercises using SPSS, and focusing upon the lecture topic of the week.

### ASSESSMENT

Examination (2 hours) 40%, analytic test (2 hours) 35%, thesis analysis proposal 25%

## HPS743 – PROFESSIONAL AND CONCEPTUAL ISSUES IN PSYCHOLOGY

*Offered at: (B, S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Mussap (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of two parallel parts. The first part is more didactic, and is designed to explore issues in the philosophy and history of science that are of relevance to psychology. This will be done in the framework of considering the scientist-practitioner model of training in professional psychology. Students will be asked to reflect on the nature of their undergraduate psychology training. The second part will involve an initial small-group discussion of target articles chosen to illustrate the issues covered in the first part. This element also focuses on ethical and professional issues that may arise in the gathering, promulgation, and application of psychological knowledge. The Code of Professional Conduct of the Australian Psychological Society is examined with respect to its coverage of the obligations of psychologists to their clients, research participants and students. The wider responsibilities of psychologists to maintain, develop and use their professional knowledge and expertise are also considered.

### ASSESSMENT

Examination (2 hours) 50%, essay (1500 words) 40%, colloquia analyses 10%

Training in basic counselling skills such as listening, probing and empathic responding will be provided. Students will participate in role-plays, fish bowl exercises and counselling practice in class. Students will be required to submit a video of themselves in a practice counselling situation with a fellow student.

### ASSESSMENT

DVD or Video presentation No. 1: Recording of 15 minute interview (student as counsellor) 1000 word critique of presentation 25%; DVD or video presentation No. 2: Recording of 30-45 minute interview (student as counsellor) plus 2000-2500 word written critique of presentation 75%

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## HPS758 – PSYCHOLOGICAL ASSESSMENT IN ORGANISATIONS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: C Fullarton (S)*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## HPS744 – COUNSELLING AND INTERPERSONAL SKILLS

*Offered at: (B, S)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Knight (B)*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will provide an introduction to a problem management approach to counselling, based on Egan's Skilled Helper Model with clients of different ages, cultural backgrounds and presenting concerns. The common difficulties encountered during the counselling process will be addressed, together with ethical concerns. In addition, students will be assisted to understand their own impact on the counselling process.

### CONTENT

This unit explores the historical development, principles, purposes, and procedures of psychological assessment. Topics include: the psychometric, behavioural, and cognitive assessment of significant industrial and organisational characteristics; the role of assessment in evaluating the individual, job, and organisation for purposes of decision-making and intervention; the administration of psychological tests and other major methods of assessment; ethical and legal considerations; the conduct of testing; and the recording and communication of results. Students will be taught the assessment methods and instruments commonly employed in industrial, organisational, and health settings.

### ASSESSMENT

Organisational assessment tool (oral presentation) 30%, WAIS administration, scoring and report (1000 words) 30%, examination (2 hours) 40%

## HPS759 – ISSUES IN PROFESSIONAL INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Fullarton (S)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will prepare students for professional practice, ensuring they are familiar with ethical, legal and professional practice requirements and responsibilities. The unit covers: the Victorian requirements for registration as a psychologist, requirements of the APS College of Organisational Psychologists, and the APS Code of Ethics; issues involved in working with other professionals; the particular role of the organisational/ industrial psychologist in different professional contexts; legal issues, including equity and equal opportunity and industrial and safety legislation. As well as considering their own ethical responsibilities, students will examine different ways organisations perceive and communicate the organisation's responsibilities and standards.

### ASSESSMENT

Examination (2 hours) 50%, essay (2000 words) 40%, class presentations 10%

will complete and submit a 7000 word review of the literature relevant to the topic. Students will present a proposal for their research (2000 word Powerpoint presentation) to a meeting of students and staff to obtain feedback about the proposal. Students should then complete an application form for ethics approval.

### ASSESSMENT

Literature review (7000 words, hurdle requirement), written research proposal and presentation (2000 words, hurdle requirement), submission of ethics application (hurdle requirement) 100%

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## HPS767 – RESEARCH THESIS B

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, year 2*

*EFTSL value: 0.125*  
*Unit chair: L Zinkiewicz (S)*  
*Prerequisite: HPS766*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

During this unit data collection and data analysis will be carried out.

### ASSESSMENT

Satisfactory progress as determined by supervisor's report. Refer to HPS766. Ethics approval granted (hurdle requirement).

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## HPS766 – RESEARCH THESIS A

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2, year 1*

*EFTSL value: 0.125*  
*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*  
*Unit chair: L Zinkiewicz (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Each student will select a research topic which will be supervised by staff (and possibly co-supervised by a practitioner). To assist topic selection, students will be provided with a list of staff research areas. Each student

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## HPS771 – RESEARCH METHODS IN PSYCHOLOGY A

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (X), Trimester 2 (B, G, W, X), Trimester 3 (X)*

*EFTSL value: 0.125*  
*Unit chair: Trimester 1, Trimester 2: N Kambouropoulos (B)*  
*Trimester 3 (2011-12): N Kambouropoulos (B), M Weinberg (B)*  
*Incompatible with: HP671, HPS201*  
*Contact hours: 1 x 2 hour lecture per week, 6 x 2 hour tutorials (1 per fortnight)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to a variety of parametric univariate statistics commonly used in psychology. The focus is on both a conceptual and analytical understanding, rather than strict computational problem solving. The unit progresses from a discussion of descriptive statistics and the foundation of hypothesis testing to the introduction of specific statistical procedures such as the t-test, chi-square, Analysis of Variance, Correlation and Regression. Concepts of reliability and validity on Psychological research methodology will also be introduced. Students will be taught to analyse data primarily through definitional formulae, as well as a computer-based statistical package.

### ASSESSMENT

Final examination (2 hours) 60%, assignment (maximum 2500 words) 40%

### PRESCRIBED TEXTS

Howell, DC 2006, *Statistical Methods for Psychology*, 6th edition, Thomson/Wadsworth, Belmont, CA. Kirkpatrick, LA & Feeney, BC 2005, *A Simple Guide to SPSS for Windows*, Wadsworth, Belmont, CA. SPSS Integrated Student Version 14

### RECOMMENDED TEXTS

Gravetter, FJ & Wallnau, LB 2005, *Essentials of Statistics for the Behavioral Sciences*, 5th ed, Wadsworth, Pacific Grove, CA.

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## HPS772 – CHILD AND ADOLESCENT DEVELOPMENT

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: H Skouteris (B) and M Hooley (B)*

*Incompatible with: HPS202*

*Contact hours: 5 x 2 hour practicals (fortnightly) 1 x 2 hour seminar per week.*

*On campus students are required to attend practical classes and are highly recommended to attend seminars. Weekly readings are prescribed and to support flexible delivery of unit content, online lectures are available for each topic.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit addresses the study of aspects of child development (cognitive, linguistic, social, emotional, moral) from infancy to adolescence using a variety of theoretical orientations. Research evidence from various sources (naturalistic observation to laboratory experiments) is presented to show how basic information about processes of development has implications for the understanding of real-life problems.

### ASSESSMENT

Examination (2 hours) 50%, written assignment (2000 words) 50%

### PRESCRIBED TEXTS

White, F., Hayes, B. and Livesey, D. (2010). *Developmental psychology*, 2nd edition. Pearson: Australia

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## HPS773 – COGNITIVE PSYCHOLOGY A

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Sharman (B)*

*Incompatible with: HPS203*

*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit presents a broad coverage of theories proposed by psychologists to explain the processes by which humans acquire, store, communicate, and use knowledge or information; the various research methods used by psychologists to study these processes; and some classic experimental findings in cognitive psychology which are the cornerstones of the theories referred to above. Topics covered include pattern recognition, attention, memory, text comprehension, reasoning, decision-making and problem-solving. These topics are treated within an information-processing approach to human cognition.

### ASSESSMENT

Examination (2 hours) 60%, assignment (1500 words) 30%, activity worksheets 10%

### PRESCRIBED TEXTS

Reisberg, D. (2010). *Cognition Exploring the Science of the Mind*, 4th edn, NY: WW Norton. Shrink-wrapped edition including Zaps workbook and online access.

**RECOMMENDED TEXTS**

Burton, L. J. (2010). An interactive approach to writing essays and research reports in Psychology (3rd ed.). Queensland: Wiley.

**HPS774 – INTRODUCTION TO SOCIAL PSYCHOLOGY**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3*

*EFTSL value: 0.125*

*Unit chair: J Webb (B)*

*Incompatible with: HPS204*

*Contact hours: 1 x 1 hour seminar per week, 1 x 2 hour tutorial per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the main theories and research methods of social psychology. Topics include: ethical issues in social psychology; social knowledge; attribution; nature and measurement of attitudes; changing attitudes; social influence; group processes and decision-making; prejudice; self and identity; affiliation; attraction and love; and prosocial behaviour.

**ASSESSMENT**

Examination (2 hours) 50%, assignment (2500 words) 50%

**PRESCRIBED TEXTS**

Vaughan, G. & Hogg, M. 2011, Social Psychology, 6th edn, Prentice-Hall, Sydney

**HPS775 – BEHAVIOURAL NEUROSCIENCE**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2, Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: M Rogers (B)*

*Incompatible with: HPS205, HSE207, HSO207*

*Contact hours: 3 hours (equivalent to 1 x 2 hour lecture, 1 x 1 hour practical) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit addresses current neurophysiological and neuroanatomical knowledge of the structure and function of the central nervous system. The implications of this knowledge for our understanding of human behaviour are examined. Topics include neurons and neural networks, methods of studying the nervous system, basic neuroanatomy, visual and auditory sensory systems, motor activity, sleep, mental disorders and learning.

**ASSESSMENT**

Examination (3 hours) 60%, assignment: written laboratory work (2500 words) 40%

**PRESCRIBED TEXTS**

Kalat, JW 2009, Biological Psychology, 10th edn, Thomson/Wadsworth, Belmont, CA.

**HPS776 – ISSUES IN PROFESSIONAL PSYCHOLOGY**

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Unit chair: E Gould (S)*

*Incompatible with: HPS976*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will prepare students for professional practice. It will ensure that students are familiar with ethical, legal, and professional practice requirements and responsibilities. The unit examines: the Australian requirements for registration as a psychologist, requirements of the APS College of Clinical Psychologists, the APS Code of Ethical and Professional Standards; the nature of supervision and the responsibilities of the supervisor and the psychologist-IN-training; the effect of the different contexts in which the clinical psychologist works; the mutual responsibilities of team members; common practical problems in working with clients; legal and ethical issues; and key considerations of inter-professional collaboration.



**ASSESSMENT**

Essay (2000 words) 40%, class presentation 20%, oral examination 20%, 2 x 500 word self reflection pieces 20% (10% each)

**PRESCRIBED TEXTS**

Morrissey, S., & Reddy, P. (2006). *Ethics and Professional Practice for Psychologists*. Melbourne: Thomson Social Sciences Press.

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## HPS777 – INTERVIEW AND INTERVENTION STRATEGIES

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Unit chair: C Pier (B)*

*Corequisite: HPS779*

*Incompatible with: HPS977*

*Contact hours: 4 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to provide the theoretical and practical frameworks of four major psychotherapy schools – cognitive behaviour therapies, psychodynamic therapies, humanistic therapies and family therapies – integrating commonalities and highlighting differences. Moreover, the unit is focused on skills acquisition in clinical interviewing and management of therapeutic/clinical process. The emphasis is upon provision of theoretical understanding and practical skills for collecting and using clinical information, both in terms of content and process, and then selecting appropriate intervention strategies. Such knowledge and skill lay the foundation for an array of more specific psychotherapies and techniques that will be taught throughout the course, and particularly for the second year unit HPS708 Psychological Therapy. Additionally, the unit will enable students to develop an appreciation of the ‘common factors’ fundamental to outcome in all psychotherapeutic approaches as well as learn about the fundamental question of ‘what works for whom?’ Opportunities to develop skills will occur through practical rehearsal and individual feedback. Role play and the observation of practice sessions will allow students to develop skills in the use of treatment approaches.

The course will be structured into two parts: a seminar and practice component.

**ASSESSMENT**

Two class role plays and reflective reports – hurdle, essay (3,000 words) 50%, exam (2 hours) 50%

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## HPS778 – BIOLOGICAL AND NEUROPSYCHOLOGICAL PERSPECTIVES ON DISORDER

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Unit chair: E Gould (S)*

*Corequisite: HPS779, HPS714*

*Incompatible with: HPS978*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides students with an understanding of the biological bases of behaviour and a conceptualisation of the integrated nature of biology and psychology. It is designed to review and extend students understanding of behavioural neuroscience and the relationship between human biology and psychopathology. Topics covered include neuroanatomy, neurotransmitters, endocrinology, genetics and psychopharmacology. Emphasis will be placed on understanding how biological, psychological and social issues all contribute to the presentation of neuropsychological disorders, psychopathology and behaviour in general.

**ASSESSMENT**

Examination (2 hours) 40%, written assignment (2000 words) 40%, oral presentation 20%

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## HPS779 – PSYCHOLOGICAL ASSESSMENT

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Cohort rule: Students must be enrolled in H750 Master of Psychology (Clinical) to enrol in this unit*

*Unit chair: E Gould (S)*

*Corequisite: HPS778*

*Incompatible with: HPS979*  
*Contact hours: 3 hours per week (lecture)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a practical unit aiming to familiarise students with a range of psychological assessment methods commonly administered in a clinical setting. While the main focus will be on testing, other major methods of clinical assessment will be covered, namely behavioural observation, interviewing and case studies. Various categories of tests will be discussed, demonstrated and administered, including neuropsychological screening tests, ability tests, personality tests, tests of relationships and mood states. The role of such tests in diagnostic work will be emphasised as well as their research value and prognostic and therapeutic use. Particular skills required will be practised through 'hands-on' experience.

### ASSESSMENT

WAIS administration, interpretation, and report (2000 words) 60%, MSE report (1000 words) 40%. The WAIS administration component of the assessment in this unit is a competence based assessment and will be marked as pass or fail based on specific criteria.

Students will be given experience in the design and conduct of psychological research, analysis of data using a computer-based statistical package, and writing research reports using APA format.

### ASSESSMENT

Examination (2 hours) 60%, assignment (2000 words) 40%

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## HPS782 – PATHWAYS THROUGH ADULTHOOD

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: T Knight (B)*  
*Prerequisite: HPS111, HPS121*  
*Incompatible with: HPS302*

*Contact hours: 12 x 2 hour practicals per trimester.*  
*On campus students are required to attend practical classes.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## HPS781 – RESEARCH METHODS IN PSYCHOLOGY B

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, X), trimester 2 (X)*

*EFTSL value: 0.125*  
*Unit chair: A Pearce (B)*  
*Prerequisite: HPS771*  
*Incompatible with: HPS301*  
*Contact hours: 4 hours (1 x 2-hour lecture, 1 x 2 hour practical) per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an advanced treatment of several important techniques required for the conduct of independent research. Topics include: experimental design and the analysis of variance (ANOVA) statistical procedure including planned contrasts, simple effects, interpretation of higher order factorial designs; repeated measures and mixed-mode ANOVA; non-experimental designs, scale construction and surveys; sampling; data screening; and multiple regression.

### CONTENT

This unit provides an examination of the theories that underpin developmental psychology and the research methods used in this area. The physical, social, cognitive, and personal aspects of adult development and ageing are considered, taking into account both the gains and losses associated with ageing. Although the focus of the unit is on normal ageing within changing social and historical contexts, the cognitive, behavioural and social consequences of age-related pathologies are also examined, and the promotion of optimal ageing is explored.

### ASSESSMENT

Reflective journal 15% (consisting of three separate journal entries each worth 5%). Case study 85% (5000 words consisting of class presentation 10%, literature review 30%, annotated transcript 10%, case analysis, discussion and reflection 35%)

### PRESCRIBED TEXTS

Bjorklund, BR (2011). *The Journey of Adulthood*, 7th edn, Prentice-Hall, New Jersey

## HPS783 – COGNITIVE PSYCHOLOGY B

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Gold (B)*  
*Prerequisite: HPS773*  
*Contact hours: 1 x 2 hour lecture per week and 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an advanced examination of current issues, theories and methods used in the area of cognitive psychology. Several questions will be addressed: how we can identify and model cognitive processes, how cognitive change occurs, and the extent to which we can produce behavioural change by effecting cognitive change. Examples will be drawn from the literature on cognitive development, problem-solving, decision-making, social cognition, classroom instruction, and clinical psychology. The focus will be on close analysis of theories and the empirical evidence which bears on them.

### ASSESSMENT

Written assignment (2000 words) 35%, examination (2 hours) 60%, laboratory class attendance (on campus) or equivalent (off campus) 5%

## HPS784 – THE SOCIAL PSYCHOLOGY OF RELATIONSHIPS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G Karantzias (B)*  
*Prerequisite: HPS774*  
*Incompatible with: HPS304*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will gain an advanced understanding of social psychological research into interpersonal relationship processes. Students will learn about various topics such as: attachment and attitudinal processes, the formation and dissolutions of relationships, emotion and prosocial behaviour in relationships, aggression and interpersonal hostility. Concurrently, the unit will extend students' understanding of some major approaches and methodologies that have shaped the study of relationships and interpersonal processes.

### ASSESSMENT

Tutorial participation 15%, assignment (2000 words) 35%, examination (2.5 hours) 50%

### PRESCRIBED TEXTS

Fletcher, GJO, & Clark MS, 2000, Blackwell Handbook of Social Psychology: Interpersonal Processes, Blackwell Publishing, Malden, MA

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## HPS785 – RESEARCH THESIS A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and trimester 2, Year 1*

*EFTSL value: 0.125*  
*Unit chair: L Zinkiewicz (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

During this unit, each student will select a research topic in consultation with a member of staff who will act as their primary supervisor. The project may be co-supervised by a practitioner. Each student will complete and submit a 7000 word review of the literature relevant to the topic. To assist topic selection, students will be provided with a list of staff research areas.

### ASSESSMENT

Literature review (7000 words) hurdle requirement

## HPS787 – RESEARCH THESIS C

*Offered at: (S)*  
*Credit point(s): 2*  
*Offerings: Trimester 2, year 2*

*EFTSL value: 0.250*  
*Unit chair: L Zinkiewicz (S)*  
*Prerequisite: HPS767*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is the last of the three research thesis units (HPS766, HPS767 and HPS787). During this unit students are expected to submit a written research report of the empirical work. The research report, in the form of a journal article, maximum 6000 words, will contribute 65% to the assessment for the research thesis. The 7000 word literature review submitted previously for HPS766 will make up 25% of the assessment, and the research proposal, submitted for HPS766, will make up 10% of the assessment. The completed literature review and research reports will constitute the research thesis.

### ASSESSMENT

Research report (6000 words)

## HPS788 – PSYCHOPATHOLOGY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: E Koukounas (B)*  
*Incompatible with: HPS308*  
*Contact hours: 3 (1 x 2 hour lecture, 1 x 1 hour practical) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an introduction to abnormal and clinical psychology from a descriptive, theoretical, and experimental perspective. A critical examination of abnormality will be presented within an integrated biopsychosocial framework. Topics covered include a history of abnormality, an integrative model of abnormality, diagnosis and classification, as well as an examination of the major groups of disorders such as anxiety, mood and psychotic disorders. Where appropriate, there will be a discussion and evaluation of

therapeutic interventions and ethical issues pertaining to abnormal behaviour.

### ASSESSMENT

Examination (2 hours) 60%, essay (3000 words) 40%

## HPS789 – PSYCHOLOGICAL TESTING AND MEASUREMENT

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, Trimester 2, Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: L Satyen (B)*  
*Prerequisite: HPS771*  
*Incompatible with: HPS309*  
*Contact hours: From trimester 2 2010 this unit is offered as a wholly online unit.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will examine the theoretical and psychometric bases of psychological tests of personality and intelligence. Current issues will be studied, and the general theoretical and psychometric issues will be discussed in relation to particular tests commonly used in psychological assessment. The ethics of psychological testing will be introduced.

### ASSESSMENT

Examination (2 hours) 50%, assignment (2250 words) 50%

### PRESCRIBED TEXTS

Cohen, R.J. & Swerdlik, M.E. (2009). Psychological testing and assessment: An introduction to tests and measurement. McGraw Hill:Boston.

## HPS790 – RESEARCH PROJECT B

*Offered at: (B)*  
*Credit point(s): 1.5*  
*Offerings: Trimester 2*

*EFTSL value: 0.188*  
*Previously coded as: HPS716*  
*Unit chair: N Kambouroopoulos (B)*  
*Prerequisite: for part-time students, or co-requisite for full-time students: HPS742*  
*Contact hours: 3 hours per week (on average)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit is completed in conjunction with HPS718 over trimester 1 (HPS718) and trimester 2 (HPS790). Students completing these units will undertake a research project in small groups, choosing a project from the range offered by available supervisors. They will be required to familiarise themselves with the theory and past research in the area under investigation, and to participate in all the steps involved in research, including the ethics application, formulation of hypotheses, design and methodological decision making, collection and analysis of data, and evaluation of the research questions under consideration. Although activities such as data collection may be conducted as a group, students will prepare an individually written report that will be based on the findings of their study.

## ASSESSMENT

Literature review (4000 words) 30%, thesis (internal assessors) (5000 words) 70%

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## HPS791 – PERSONALITY

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: B Richardson (B)*

*Incompatible with: HPS307*

*Contact hours: 3 hours per week (1 x 2 hour lecture, 1 x 2 hour practical)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit provides students with an opportunity to explore a range of theoretical frameworks used in the study of personality. It will provide students with a sound knowledge of the nature of personality theories, and the major themes, assumptions and issues involved in this area. Students will analyse the psychoanalytic, learning, phenomenological, dispositional and cognitive approaches, in order to assess their practical usefulness and scientific status.

## ASSESSMENT

Examination (2.5 hours) 50%, lab report (2000 words) 40%, case study analysis (2 pages) 10%

## PRESCRIBED TEXTS

Cervone D & Pervin, LA. (2010), *Personality: Theory and Research*, 11th edn, Wiley, New York.

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## HPS792 – RESEARCH THESIS B

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 and trimester 2, Year 1*

*EFTSL value: 0.125*

*Unit chair: L Zinkiewicz (S)*

*Prerequisite: HPS785*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Each student will continue development of his/her research project so that a research proposal results (2000 word Powerpoint presentation). The topic must be in the area of industrial/organisational psychology, be deemed to be of appropriate complexity for a Masters thesis, and to be viable given the resources available in the School. Students must present the proposal to a meeting of staff and students to obtain feedback about the proposal before progressing to the next step, preparing an application for ethics approval.

## ASSESSMENT

Written research proposal and oral presentation (2000 words) (hurdle requirement), submission of ethics application (hurdle requirement)

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## HPS793 – RESEARCH THESIS C

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 and trimester 2, Year 2*

*EFTSL value: 0.125*

*Unit chair: L Zinkiewicz (S)*

*Prerequisite: HPS792*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

During this unit data collection and data analysis will be carried out. Data collection must not commence before the project has received ethics approval.

**ASSESSMENT**

Ethics certification (hurdle requirement)

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**HPS794 – RESEARCH THESIS D**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 and trimester 2, Year 2*

*EFTSL value: 0.125*

*Unit chair: L Zinkiewicz (S)*

*Prerequisite: HPS793*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is the last of the four research thesis units (HPS785, HPS792, HPS793 and HPS794). During this unit, students are expected to submit a written research report of the empirical work. The research report (in the form of a journal article, maximum 6000 words), will contribute 65% to the assessment for the research thesis. The 7000 word literature review submitted previously for HPS785 will make up 25% of the assessment and the research proposal submitted previously for HPS792 10% of the assessment. The completed literature review and research reports will constitute the research thesis.

**ASSESSMENT**

Research report (6000 words)

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**HPS795 – CLINICAL NEUROSCIENCE**

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Koukounas (B)*

*Prerequisite: HPS775*

*Incompatible with: HPS395*

*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to provide an advanced examination of current issues, theories, methods, and applications relevant to the area of clinical neuroscience. This unit represents an extension of the principles introduced in HPS775 Behavioural Neuroscience to clinical disorders with a biological basis. Topics covered include: neural trauma and recovery; neurodegenerative disorders; psychopharmacology and the principles of drug action; the biological treatment of schizophrenia, depression, and anxiety; psychophysics and neuropsychological assessment; theories and disorders of sensation, perception, and action; higher-level functions.

**ASSESSMENT**

Examination (2 hours) 60%, written assignment (2500 words) 40%

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**HPS905 – ADVANCED CLINICAL ASSESSMENT**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*Unit chair: P Staiger (B)*

*Prerequisite: HPS979*

*Incompatible with: HPS705*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit deals with assessment for clinical syndromes with a view to planning treatment and evaluating progress. It also provides students with the skills to develop clinical profiles of clients in their placements. Topics include: the use and interpretation of specialised and in-depth tests, including projective techniques and multi-dimensional personality inventories, emphasising the development of a conceptual framework for conducting clinical assessments. Psychological testing is used to complement and enhance the clinical assessment. This unit aims to expand the students' expertise in following through specific hypotheses and utilising appropriate tests, and their skills in assessment, diagnosis and report writing. Each student will complete three comprehensive clinical reports of increasing complexity on cases seen in their placements.

**ASSESSMENT**

Three case profiles (each 2000 words): 25%, 35%, 40%

## HPS906 – CLINICAL PLACEMENT 1 AND CASE ANALYSIS SEMINAR 1

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: D Mellor (B)*  
*Prerequisite: Registration as a probationary psychologist*  
*Incompatible with: HPS706*  
*Contact hours: Supervised clinical training/experience*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The placement at Eastern Health is designed to equip students with a range of professional skills and an awareness of professional issues. It provides the opportunity to learn specific clinical intervention skills (such as suicide intervention) as well as visit many of the various facilities in which Clinical Psychologists work within the public health system. Students will learn about the interface between clinical psychology and other professionals within a hospital and community setting. They will have the opportunity to observe clinical work being undertaken and take part in some assessments and interventions at the hospital's psychiatric services. In the Case Analysis seminar students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis of the disorder using DSM IV and appropriate treatment strategies.

### ASSESSMENT

Attendance for 12 days; presentation of logbook of all days of observational placement to the University Supervisor within 14 day of completing the placement; attendance at all rostered observational placement at Eastern Health Mental Health Service; satisfactory report outlining professional and ethical competence of the student from the Placement Supervisor; satisfactory 4000 word report written by the student on their mental health project to be handed to H. Mildred within 14 days of the last day of placement; case presentation in class; the above assessment constitutes 100% of the assessment for this unit; failure to complete the requirements of any one component satisfactory will result in a fail and possible exclusion from the course.

## HPS907 – ADVANCED AND APPLIED RESEARCH METHODS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: M Stokes (B)*  
*Incompatible with: HPS707*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on a variety of methodological approaches to research based upon the scientist-practitioner model of evidence-based practice. The course will provide an overview of data management, basic Structural Equation Modeling, and basic qualitative analysis. Students are expected to be familiar with univariate statistical techniques prior to commencing the course, and have some familiarity with multivariate techniques. Students will be required to screen, clean, and prepare data for analysis and to undertake preliminary univariate and multivariate screening assessment.

### ASSESSMENT

Examination (2 hours) 40%, qualitative paper (1500 words) 30%, analysis test (2 hours) 30%

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## HPS908 – PSYCHOLOGICAL THERAPY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: J McGillivray (B)*  
*Incompatible with: HPS708*  
*Contact hours: 4 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Building on HPS977, this is both a theoretical and practical unit that provides the opportunity to evaluate various intervention techniques and to develop skills in different types of therapy. Topics include therapies to address common clinical problems in adulthood such as anxiety, depression, personality disorders, sexual disorders, substance abuse, schizophrenia and other psychotic disorders. In addition, the major therapies employed with children will be covered (psychotherapy, play therapy cognitive and behaviour therapy); as well

as therapy interventions with people with intellectual disabilities and the elderly. Although there is no specific theoretical emphasis, many of these therapies are based on a cognitive behavioural framework. The emphasis is on evidence-based practice. A major focus will be on the development of high level of therapy skills through the use of role-play, video recording of simulated therapy sessions, feedback and discussions.

#### ASSESSMENT

Examination (2 hours) 50%, essay (3000 words) 30%, evaluation of a role-play 20%

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## HPS909 – CLINICAL PLACEMENT 2

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*Unit chair:* A Kambouropoulos (B), J McGillivray (B)  
*Prerequisite:* HPS906  
*Incompatible with:* HPS709  
*Contact hours:* Supervised clinical experiences

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Placements are aimed at providing students with a wide range of client problems, age ranges and clinical settings. They are designed to equip students with a range of professional skills and to develop an awareness of professional issues. The placement program and requirements will be worked out jointly by the student, the placement coordinator and the practitioners supervising the placement. Contracts will clearly specify the skills to be taught and the responsibilities of the student and placement supervisor. It is expected that in all placements students will have experience in assessment and therapy.

#### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor; students are required to submit a Placement Research Report of between 4000 and 5000 words; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

## HPS912 – CLINICAL PLACEMENT 3

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*Unit chair:* A Kambouropoulos (B), J McGillivray (B)  
*Prerequisite:* HPS909  
*Incompatible with:* HPS712  
*Contact hours:* Supervised clinical experiences

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Placements are aimed at providing students with a wide range of client problems, age ranges and clinical settings and to equip students with a range of professional skills and an awareness of professional issues. The placement program and requirements will be worked out jointly by the student, the placement coordinator and the practitioners supervising the placement. Contracts will be drawn up which will clearly specify the skills to be taught and the responsibilities of the student and placement supervisor.

#### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 days of completing the placement; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor. Students are also required to submit a Placement Research Report of between 4000 and 5000 words. The above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

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## HPS914 – STUDIES IN PSYCHOPATHOLOGY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*Unit chair:* E Koukounas (B)  
*Incompatible with:* HPS714  
*Contact hours:* 3 hours per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.



**CONTENT**

This unit will encourage the integration of relevant physiological, psychological, family and social factors so as to form a broad biopsychosocial perspective to understanding psychopathology. Issues related to classification and diagnosis will be covered, with a particular emphasis on a critical evaluation of DSM-IV and ICD-10 as diagnostic tools. Within this biopsychosocial perspective, there will be an initial examination of the history of psychopathology, and issues related to classification and diagnosis. A range of specific disorders will be considered, using a lifespan approach to psychopathology. Current etiological theories and conceptual models for each disorder will be considered through a critical examination of relevant research, along with overlap among the symptoms for the different disorders, and the use of differential diagnosis.

**ASSESSMENT**

Examination (2 hours) 50%, seminar/colloquium presentation 20%, assignment (3000 words) 30%

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## HPS915 – AETIOLOGY OF COUPLE AND FAMILY DISORDERS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: D Mellor (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide a framework for understanding the dynamics in any couple or family situation. The specific aims are to give students an understanding of features specific to the development of dysfunctional patterns in couples and families; give students a sound theoretical understanding of family and couple dynamics; the role of children and adolescents in family dynamics and problems associated with these dynamics (in contrast to the conceptualisation of individual functioning); enable students to conceptualise their role as clinicians in relation to a particular type of unit which involves more than one identified patient; consider ethical issues unique to working with families and couples; and train students in skills required to understand and implement treatment with families, e.g. observation and assessment specific to families/couples, interviewing more than one person.

**ASSESSMENT**

Essay (3000 words) 50%, case presentation 20%, case report (2000 words) 30%

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## HPS916 – TREATMENT OF COUPLE AND FAMILY DISORDERS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: D Mellor (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide a practical groundwork for learning specialised forms of intervention in the couple and family therapy areas. The focus will be mainly on relatively short-term therapy, representative of many work situations in public institutions, though long term cases will also be considered. The aims are to train students in models of family and couple therapy; provide students with supervised training in dealing with a variety of family problems; and enable students to plan and implement a treatment program and to systematically evaluate the progress of their interventions. More specifically, students are expected to achieve a number of skills, including planning of a therapeutic framework; implementing intervention skills and strategies; developing a therapeutic contract; evaluating the treatment program; and working with tactical areas in therapy (e.g. the therapeutic relationship, conflict, resistance, termination).

**ASSESSMENT**

Essay (3000 words) 50%; case presentation 20%; case report (2000 words) 30%

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## HPS917 – COUPLE AND FAMILY CLINICAL PLACEMENT 1 AND CONFERENCE SEMINAR A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: D Mellor (B), A Kambouropoulos (B)*  
*Prerequisite: HPS912*  
*Contact hours: Supervised clinical experiences*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is comprised of a clinical placement at an outside agency, and on campus case conference seminars. The placements will be in specialised agencies whose major focus is the treatment of couple and/or family problems. The aims of these placements are to develop specialist skills in the assessment and treatment of couple and family problems. The placement will be assigned to the student by the placement coordinator. The manner in which the placements are conducted will be similar to the previous placements, although it will be expected that students will have substantial client contact and will carry their own caseload, under supervision.

For the case conference seminars, students will be required to prepare and present a case or issue from their placement. The case presentation will involve a presentation of the presenting symptoms, the assessment techniques employed, the diagnosis of the disorder using DSM IV, and a consideration of appropriate treatment strategies. These seminars will provide the opportunity for students to obtain feedback from staff and other students.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory presentation of a seminar in the Case conference Seminar A; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor. These assessment components constitute 100% of the assessment for this unit and failure to satisfactorily complete the requirements of any one component will result in the student failing the unit, preclude the admission of the student to the next placement and may result in the student's exclusion from the course.

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## HPS918 – COUPLE AND FAMILY CLINICAL PLACEMENT 2 AND CASE CONFERENCE SEMINAR B

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*Unit chair: J McGillivray (B), A Kambouropoulos (B)  
Prerequisite: HPS917  
Contact hours: Supervised clinical experiences*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim is to provide specialist skills in the assessment and treatment of problems in couples and families. Students should have substantial client contact and will carry their own caseload, under supervision. Students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis of the disorder using DSM IV and appropriate treatment strategies. This unit will also include a workshop to develop knowledge and skills in supervision.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor; Participation in the workshop is a hurdle requirement for this unit. The above assessments constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

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## HPS924 – RESEARCH THESIS A

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2, Year 1*

*EFTSL value: 0.125  
Unit chair: M McCabe (B)*

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

### CONTENT

Each student will select a research topic which will be supervised by staff (and possibly co-supervised by a practitioner). Initially each student will complete a 9000 word introduction to the proposal and hypotheses. Students must also present the proposal to a meeting of students and staff to obtain feedback before commencing data collection. Whilst primary responsibility for generating a topic lies with the student, the project may arise out of discussions with staff members or others. The topic must be within the area of clinical, health or forensic psychology and be deemed appropriate and viable. All projects must receive ethics approval before data collection commences and must include an empirical component.

Ethics applications must be submitted by the end of November in the first year of enrolment.

### ASSESSMENT

Introduction (9000 word hurdle requirement: must be at least Distinction level), presentation of colloquium (hurdle requirement), submission of ethics application (hurdle requirement)

## HPS925 – RESEARCH THESIS B

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1, Year 2*

*EFTSL value: 0.125*

*Unit chair: M McCabe (B)*

*Prerequisite: HPS924*

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

### CONTENT

Each student will select a research topic which will be supervised by staff (and possibly co-supervised by a practitioner). Initially each student will complete a 9000 word introduction to the proposal and hypotheses. Students must also present the proposal to a meeting of students and staff to obtain feedback before commencing data collection. Whilst primary responsibility for generating a topic lies with the student, the project may arise out of discussions with staff members or others. The topic must be within the area of clinical, health or forensic psychology and be deemed appropriate and viable. All projects must receive ethics approval before data collection commences and must include an empirical component.

### ASSESSMENT

Satisfactory progress as determined by supervisor's report. Refer to HPS928.

## HPS926 – RESEARCH THESIS C

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester 2, Year 2*

*EFTSL value: 0.125*

*Unit chair: M McCabe (B)*

*Prerequisite: HPS924*

*Note: The units replacing HPS921 have been split into three parts: Part A HPS924, Part B HPS925 and Part C HPS926.*

### CONTENT

Each student will select a research topic which will be supervised by staff (and possibly co-supervised by a practitioner). Initially each student will complete a 9000 word introduction to the proposal and hypotheses. Students must also present the proposal to a meeting of students and staff to obtain feedback before commencing data collection. Whilst primary responsibility for generating a topic lies with the student, the project may arise out of discussions with staff members or others. The topic must be within the area of clinical, health or forensic psychology and be deemed appropriate and viable. All projects must receive ethics approval before data collection commences and must include an empirical component.

### ASSESSMENT

Satisfactory progress as determined by supervisor's report. Refer to HPS928.

## HPS927 – RESEARCH THESIS D

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester 1, Year 3*

*EFTSL value: 0.313*

*Unit chair: M McCabe (B)*

*Prerequisite: HPS924, HPS925, HPS926*

*Note: The units replacing HPS931 have been split into two parts: Part D HPS927 and Part E HPS928.*

### CONTENT

Each student will complete a major investigative project and a Professional Portfolio. The Major Investigative Project will be an empirical study that has relevance to the clinical, forensic or health settings and would be expected to be about 50 000 words in length. The Professional Portfolio will identify a theme that is relevant to clinical, forensic or health psychology and will use four case studies to discuss this theme. It would be expected to be approximately 25 000 words.

### ASSESSMENT

Satisfactory progress as determined by supervisor's report. Refer to HPS928.

## HPS928 – RESEARCH THESIS E

*Offered at: (B)*  
*Credit point(s): 3*  
*Offerings: Trimester 2, Year 3*

*EFTSL value: 0.313*  
*Unit chair: M McCabe (B)*  
*Prerequisite: HPS924, HPS925, HPS926*

*Note: The units replacing HPS931 have been split into two parts: Part D HPS927 and Part E HPS928.*

### CONTENT

Each student will complete a major investigative project and a Professional Portfolio. The Major Investigative Project will be an empirical study that has relevance to the clinical, forensic or health settings and would be expected to be about 50 000 words in length. The Professional Portfolio will identify a theme that is relevant to clinical, forensic or health psychology and will use four case studies to discuss this theme. It would be expected to be approximately 25 000 words.

### ASSESSMENT

Thesis including a Major Investigative Project (50 000 words) and Professional Portfolio (25 000 words). This assessment will count as 100%

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## HPS932 – FORENSIC PLACEMENT 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: B Guadagno (B)*  
*Prerequisite: HPS948*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of two modules.

#### MODULE 1: INTERPROFESSIONAL EDUCATION

This module aims to provide students from the various clinical streams across the Faculty with the opportunity learn with, from and about each other in order to improve their willingness and ability to collaborate across disciplines to develop and deliver high quality integrated care pathways for the individuals and communities with whom they work.

This is an online module involving students from Psychology, Nursing, Occupational Therapy, Social Work, Dietetics and Medicine, Students will be

allocated into an interprofessional 'service' team of approximately 8 students from across these professions. In these teams students will partake in two streams of study: the learning activities stream and the case management stream.

#### Learning activities stream

In the learning activities stream, students and their service team will undertake a range of guided experiential learning activities to explore the key themes of the module including:

1. Rationale for IPE
2. Health professionals roles
3. Introduction to healthcare teams
4. Characteristics of team members and roles of team members
5. Communication and leadership in healthcare teams
6. Assertiveness and conflict management in collaborative care
7. Collaboration of team in case management

For each of these themes, students will undertake one or more short activities which will include some structured reflective discussion each week on DSO. Contributing to this discussion is critical for students learning in this module and as part of their assessment. Students will need to access these discussion boards several times each week.

#### Case management stream

In the case management stream students will practically apply the knowledge and skills acquired in the learning activities stream to work as an interprofessional team in managing several cases. Students will meet with their team via Elive in DSO for four case conferences to manage these cases. The team will work on one case together in the first part of the trimester. In the second part of the trimester, Nursing, Medicine, Social Work and Occupational Therapy students will each be given a "case" which they will be responsible for managing. These students will submit a care plan for their case which they will develop collaboratively with their team. Psychology students will not be given a case for which to develop a care plan in this trimester. In this trimester, psychology students will simply need to participate in the case conferences as the Psychology representative to share their perspectives and expertise with others in your team for the cases they bring to discuss. Students will also participate in further discussion about the cases and process of the case conferences on DSO. As part of module 2 students will submit a case study based on a client the student has management on placement which will draw the knowledge and skills the students develop in their case conferences and in this module in general.

#### MODULE 2: PLACEMENT

This module aims to provide students with:

- the opportunity to apply their skills in a forensic setting

- feedback on their behaviour and skill base, and
- the opportunity to write case reports in their clients

The placements are designed to equip students with a range of professional skills and to develop an awareness of professional issues. Students are expected to experience a range of placements so that they gain experience with various client problems, age ranges (including children, adolescents and the elderly) and forensic settings. The placement will be assigned to the student by the placement coordinator. The placement program will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement, including the minimum face-to-face contact time with clients or patients and the minimum contact time with the practicum supervisor. Contracts will be drawn up which will clearly specify the skills to be taught and the responsibilities of the student and the placement supervisor.

## ASSESSMENT

### Module 1 assessment

- Assessment Task 1a. In the learning activities stream of module 1 students will undertake various activities (eg readings, self assessment activities, viewing DVD footage). Students will be expected to share their learning from these activities on the discussion boards in a professional and reflective manner (prompts to do this will be provided weekly).
- Assessment Task 1b. In the case management stream of the module students will participate in developing care plans within their health service group. To do this, they will need to participate in case conferences (via Elive) and discussions on the discussion boards.

### Module 2 assessment

Attendance at placement for 50 days

- Presentation of log book to the University Supervisor within 14 days of completing the placement
- Satisfactory report on the professional and ethical competence of student from the Placement Supervisor and the University Supervisor
- Students are required to submit a Placement Research Report of between 4000-5000 words as part of their theses to be handed to their University Supervisor within 14 days of completing the placement.

The above assessment constitutes 100% of the assessment for this unit. Failure to satisfactorily complete the requirements of any one component will result in the student failing the assessment and preclude admission to the next assessment.

## HPS933 – ASSESSMENT AND TREATMENT OF FORENSIC CLIENTS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Day (S)*  
*Prerequisite: HPS979 and HPS977*  
*Contact hours: 2 x 3 day intensive workshops*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Assessment and treatment of forensic clients aims to provide postgraduate psychology students with the knowledge and skills to work effectively with the wide variety of clients they may be exposed to in clinical/ forensic work. Students will learn skills in assessment, case formulation and intervention, which will then apply to a number of different settings, including violent, sexual and substance using offenders.

### ASSESSMENT

End of trimester submission of written report 60%, oral examination 40%

## HPS934 – PSYCHOLOGY AND THE LAW

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: B Guadagno (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit provides postgraduate psychology students with an applied and theoretical understanding of the justice system and the range of psychological issues that arise within it. Topics include: best interests of the child in family law and child protection, psychological injury in civil litigation, theories of offending, psychological issues regarding policing, offender profiling, fitness to stand trial, expert evidence, risk assessment, and the sentencing process. Students will be familiar with extant tensions between the disciplines of psychology and law, the ways these emerge and are reconciled,

and the processing sites where psychological input is utilised. In addition, students will gain knowledge in the skills required to play a meaningful role as forensic practitioners in the criminal justice system.

#### ASSESSMENT

Examination (2 hours) 60%, essay (3000 words) 40%

## HPS935 – FORENSIC PLACEMENT 3

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B Guadagno (B)*

*Prerequisite: HPS932*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Placements are aimed at providing students with a wide range of client problems, age ranges and forensic settings, and to equip students with a range of professional skills and an awareness of professional issues. The placement program and requirements will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement. It is expected that in all placements students will have experience in assessment and therapy.

#### ASSESSMENT

Attendance for 50 days; presentation of log book to the University Supervisor within 14 days of completing the placement; satisfactory report on the professional ethical competence of student from the Placement Supervisor and the University Supervisor; students are required to submit a Placement Research Report of between 4000-5000 words which may be used as part of their theses; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

## HPS936 – PSYCHOSOCIAL ISSUES IN FORENSIC PSYCHOLOGY AND CASE ANALYSIS SEMINAR 2

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Day (S)*

*Contact hours: 4 hours per week, comprising of 1 X 2 day workshop (15 hours) followed by 6 X 2 hour weekly e-Live supervision sessions over the whole trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit consists of two components. One is an academic component which will consider abnormal and offending behaviour in relation to psychological and social factors, with specific consideration of the Good Lives Model of offender rehabilitation. The second component is a professional practice component involving case analysis in an online supervision forum. Students will present casework and case-related issues arising from their practicum experience. They will consider the presenting problems of the client, assessment, case formulation and treatment issues.

#### ASSESSMENT

Essay on a forensic practice issue (3000 words) 50%, case report and analysis (1500 words) 50%

## HPS937 – HEALTH PLACEMENT 1 AND CASE ANALYSIS SEMINAR 1

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Mellor (B)*

*Prerequisite: Satisfactory performance in the preceding coursework units.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The placement at Eastern Health is designed to equip students with a range of professional skills and an awareness of professional issues. It provides the opportunity to learn specific clinical intervention skills (such as suicide intervention) as well as visit many of

the facilities in which Clinical Psychologists work within the public health system. Students will learn about the interface between clinical psychology and other professionals within a hospital and community setting. They will have the opportunity to observe clinical work being undertaken and take part in some assessments and interventions at the hospital's psychiatric services. In the Case Analysis seminar students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis of the disorder using DSM IV and appropriate treatment strategies.

### ASSESSMENT

Attendance for 12 days; presentation of logbook of all days of observational placement to the University Supervisor within 14 day of completing the placement; attendance at all rostered observational placement at Eastern Health Mental Health Service; satisfactory report outlining professional and ethical competence of the student from the Placement Supervisor; satisfactory 4000 word report written by the student on their mental health project to be handed to H Mildred within 14 days of the last day of placement; case presentation in class; the above assessment constitutes 100% of the assessment for this unit; failure to satisfactorily complete the requirements of any one component will result in a fail and possible exclusion from the course.

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## HPS938 – HEALTH PLACEMENT 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Kambouroopoulos (B)*  
*Prerequisite: HPS937*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Placements are aimed at providing students with a wide range of client and problems in health and clinical settings, and to equip students with a range of professional skills and an awareness of professional issues. The placement program and requirements will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement. It is expected that in all placements students will have experience in assessment and therapy, and a range of health strategies.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory report on professional and

ethical competence of the student from the Placement Supervisor and University Supervisor; satisfactory 4000 word report written by the student on their mental health project to be handed to J McGillivray on or by the last day of placement; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

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## HPS939 – HEALTH CARE INTERVENTIONS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Ricciardelli (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will begin with a global approach to health intervention/promotion models followed by specific applications of health care interventions. These practical applications will include chronic and acute illness, stress and coping, and social skills training and interventions. As well as presenting the theory, practical issues and examples, consideration of patient-practitioner communication, issues of patient compliance and adherence to health beliefs and attitudes, placebo effects, adjustments to illness, grief and dying will be covered. The impact of illness, grief and loss, and/or subsequent wellness, on the carer and patient will be addressed as will the role of support networks.

### ASSESSMENT

Examination (2 hours) 40%, role play 20%, 1 assignment (3000 words) 40%

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## HPS940 – HEALTH PLACEMENT 3

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Kambouroopoulos (B)*  
*Prerequisite: HPS938*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Placements are aimed at providing students with a wide range of client and problems in health and clinical settings, and to equip students with a range of professional skills and an awareness of professional issues. The placement program and requirements will be worked out jointly by the student, the placement coordinator, and the practitioners supervising the placement. It is expected that in all placements students will have experience in assessment and therapy, and a range of health strategies.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisor; students are required to submit a Placement Research Report of between 4000-5000 words which may be used as part of their theses; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

## HPS941 – PSYCHOSOCIAL ISSUES IN HEALTH

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Ricciardelli (B)  
Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will integrate the biological, psychological and social determinants of health and illness with emphasis across aetiology, epidemiology, intervention, and preventative strategies. Mediating and vulnerability factors to both physical and mental wellbeing, for example, social supports, stressors, health beliefs and behaviours, will be considered in relation to actual wellbeing and models of behavioural change. Cultural, individual and family factors and their implications will be evaluated.

### ASSESSMENT

Examination (1.5 hours) 25%, seminar presentation 10%, written seminar submission (2000 words) 40%, essay (1500 words) 25%

## HPS942 – HEALTH PROMOTION PLACEMENT 2 AND CASE CONFERENCE SEMINAR B

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Ricciardelli (B) A Kambouropoulos (B)  
Prerequisite: HPS946*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this placement is to provide specialist skills in the understanding of health care models and promotions. Students should have substantial input and will carry their own caseload, under supervision. Students will be required to provide a case presentation from their placement, covering the health problem, its impact, factors affecting onset and rationale for strategies for overcoming the problem. It is expected that students will demonstrate an in-depth knowledge of health models and recognise the importance of a broad-based biopsychosocial approach to understanding health issues.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the University Supervisor within 14 day of completing the placement; satisfactory report on professional and ethical competence of the student from the Placement Supervisor and University Supervisors; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.



## HPS943 – CHILD AND FAMILY FORENSIC PLACEMENT 1 AND CASE CONFERENCE SEMINAR A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: B Guadango (B)*  
*Prerequisite: Satisfactory completion of HPS935*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this placement is to provide specialist skills in the assessment and treatment of problems associated with offenders and victims. Students should have substantial client contact and will carry their own caseload, under supervision. Students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis of the disorder using DSM-IV and appropriate treatment strategies.

### ASSESSMENT

Attendance for 50 days; presentation of log book to the University Supervisor within 14 days of completing the placement; seminar presentation; satisfactory report on the professional ethical competence of student from the Placement Supervisor and the University Supervisor; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

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## HPS944 – CHILDREN AND THE LAW

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Powell (B)*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides specialist training in the assessment and treatment of children and adolescents within a forensic setting. The unit has both practical and

academic components. First, students will examine the degree to which basic research and theories from several areas of psychology (including developmental, cognitive, social and clinical) can be used to solve applied issues involving children and the law. The second component provides a practical groundwork for learning specialised forms of intervention that may be used with child victims, young offenders and their families. The unit will address current child protection issues, including emotional, physical and sexual abuse (both inside and outside the family environment), as well as behavioural, social and pathological factors in offending behaviour amongst children and adolescents.

### ASSESSMENT

Examination (2 hours) 60%, essay (3000 words) 40%, mock interview exercise (hurdle requirement)

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## HPS945 – CHILD AND FAMILY FORENSIC PLACEMENT 2 AND CASE CONFERENCE SEMINAR B

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: B Guadagno (B)*  
*Prerequisite: HPS943*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the placement is to provide specialist skills in the assessment and treatment of problems associated with offenders and victims. Students should have substantial client contact and will carry their own caseload, under supervision. Students will be required to provide at least one case report from their placement, covering the presenting symptoms, assessment techniques, diagnosis of disorders using DSM-IV, and appropriate treatment strategies.

### ASSESSMENT

Attendance for 50 days; presentation of log book to the University Supervisor within 14 days of completing the placement; satisfactory report on the professional ethical competence of student from the Placement Supervisor and the University Supervisor; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

## HPS946 – HEALTH PROMOTION PLACEMENT 1 AND CASE CONFERENCE SEMINAR A

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Ricciardelli (B), A Kambouroopoulos (B)*  
*Prerequisite: HPS940*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The fourth and fifth placements will be in specialist agencies whose major focus is in the area of health promotion or preventative health care. It will be expected that students will have substantial client contact and will carry their own caseload, under supervision. Students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis of the disorder using appropriate classifications and a consideration of appropriate treatment strategies.

### ASSESSMENT

Attendance for 50 days; presentation of logbook to the university supervisor within 14 day of completing the placement; satisfactory presentation of a seminar; satisfactory report on professional and ethical competence of the student from the placement supervisor and university supervisor; the above assessment constitutes 100% of the assessment for this unit, failure to satisfactorily complete the requirements of any one component will result in the student failing the unit and may result in the student's exclusion from the course.

## HPS947 – HEALTH PROMOTION PSYCHOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J McGillivray (B), J Toumbourou (S)*  
*Prerequisite: HPS939*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide an introduction to the way in which psychological and behavioural theory and practice contribute to effective health promotion. The unit is designed to advance knowledge and skills relevant to the practical application of psychology to population health improvement. The unit is taught using a problem-based learning strategy. Students select a health problem and population target. Research is gathered to identify social and psychological determinants influencing the health problem within the population. Current social and psychological theory is then used to develop a health promotion program proposal specifying the evidence as to how the program activities impact the health problem. Students will also be required to describe how the proposal can be evaluated. To encourage professional skill development a component of assessment is based on public presentation to the class members.

### ASSESSMENT

1 class presentation including 1000 word brochure 30%, essay (2000 words) 70%

## HPS948 – FORENSIC PLACEMENT 1 AND CASE ANALYSIS SEMINAR 1

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: D Mellor (B)*  
*Prerequisite: Entry to this placement program is provisional upon satisfactory performance in the preceding coursework units*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The placement at Eastern Health is designed to equip students with a range of professional skills and an awareness of professional issues. It provides the opportunity to learn specific clinical intervention skills (such as suicide intervention) as well as visit many of the various facilities in which Clinical Psychologists work within the public health system. Students will learn about the interface between clinical psychology and other professionals within a hospital and community setting. They will have the opportunity to observe clinical work being undertaken and take part in some assessments and interventions at the hospital's psychiatric services. In the Case Analysis seminar students will be required to provide a case presentation from their placement, covering the presenting symptoms, assessment techniques employed, diagnosis

of the disorder using DSM IV and appropriate treatment strategies.

### ASSESSMENT

Attendance for 12 days; presentation of logbook of all days of observational placement to the University Supervisor within 14 days of completing the placement; attendance at all rostered observational placements at Eastern Health Mental Health Service; satisfactory report outlining professional and ethical competence of the student from the Placement Supervisor; satisfactory 4000 word report written by the student on their mental health project to be handed to H Mildred within 14 days of the last day of placement; case presentation in class; the above assessment constitutes 100% of the assessment for this unit; failure to complete the requirements of any one component satisfactorily will result in a fail and possible exclusion from the course.

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## HPS951 – ADVANCED HEALTH ASSESSMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Ricciardelli (B)*  
*Prerequisite: HPS979*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit builds on HPS979, Psychological Assessment, and deals more specifically with assessment for clinical and health syndromes with a view to planning treatment, wide-scale interventions and evaluating progress. It will also provide students with the skills to develop clinical and health profiles of clients and populations. Students will be instructed on the use and interpretation of specialised and in-depth tests, including projective techniques and multidimensional personality inventories. In addition, psychological testing is used to complement and enhance the health and clinical assessment. Report writing skills will be further developed. The various skills required for assessment, diagnosis and report-writing will be integrated and applied to the analysis of case material.

### ASSESSMENT

3 case profiles (each of 2000 words): 25%, 35%, 40%

## HPS976 – ISSUES IN PROFESSIONAL PSYCHOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*Unit chair: K McVilly (B)*  
*Incompatible with: HPS776*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will prepare students for professional practice. It will ensure that students are familiar with ethical, legal and professional practice requirements and responsibilities. The unit examines: the Psychology Board of Australia requirements for registration as a psychologist; requirements of the APS colleges of Clinical Psychologists; Forensic Psychologists and Health Psychologists, the APS Code of Ethical and Professional Standards; the nature of supervision and the responsibilities of the supervisor and the psychologist in-training; the effect of the different contexts in which psychologists work; the mutual responsibilities of team members; the law as it applies to professional practice; and common practical problems in working with clients; legal and ethical issues, and issues involved in working with other professionals.

### ASSESSMENT

Class presentation (with handout) 30%; self-reflection case report (1500 words) 30%; oral exam 40%

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## HPS977 – INTERVIEW AND INTERVENTION STRATEGIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: J McGillivray (B)*  
*Incompatible with: HPS777*  
*Contact hours: 4 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is designed to provide theoretical frameworks and skills acquisition in interviewing and intervention strategies. Material will focus on the major therapies employed by practicing

psychologists and the most appropriate situations in which to use the various strategies. Consideration will also be given to the effectiveness of the various approaches. Although there will be an emphasis on cognitive behavioural approaches to therapy, other therapies will be considered, including for example, humanistic approaches, motivational interviewing and solution focused approaches, behaviour therapy, mindfulness, narrative therapy, interpersonal therapy, psychodynamic therapy, group work and the integrative approach. Opportunities to develop skills in CBT will occur through role play with class members, individual feedback, and the observation of practice sessions via a one-way mirror.

### ASSESSMENT

Examination (2 hours) 50%, written assignment (3000 words) 50%

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## HPS978 – BIOLOGICAL AND NEUROPSYCHOLOGICAL PERSPECTIVES ON DISORDER

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: E Gould (S)*  
*Incompatible with: HPS778*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with an understanding of the biological bases of behaviour and a conceptualisation of the integrated nature of biology and psychology. It is designed to review and extend students understanding of behavioural neuroscience and the relationship between human biology and psychopathology. Topics covered include neuroanatomy, neurotransmitters, endocrinology, genetics and psychopharmacology. Emphasis will be placed on understanding how biological, psychological and social issues all contribute to the presentation of neuropsychological disorders, psychopathology and behaviour in general.

### ASSESSMENT

Examination (2 hours) 40%, written assignment (2000 words) 40%, oral presentation 20%

## HPS979 – PSYCHOLOGICAL ASSESSMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Unit chair: L Byrne (B)*  
*Incompatible with: HPS779*  
*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The focus of this unit is to familiarise students with a range of psychological assessment methods commonly administered in a professional setting. While the main focus will be on test administration and interpretation, other major methods of assessment will also be covered, namely behavioural observation, and mental state examinations.

Various categories of tests which are likely to be used in a professional context will be discussed. Such tests include: intelligence, memory and ability tests, tests of relationships, tests of mood states, and tests of child behaviour.

The role of such tests in diagnostic work will be emphasised as well as their use in treatment planning, progress monitoring and research.

Particular skills required by the clinician in making assessments will be discussed with some time set aside for practising these skills. These skills include: observation; history taking; recording the session; administration and scoring of psychometric tests; interpreting test results as well as other sources of clinical data; synthesising interpretations from a variety of sources; forming diagnostic inferences; prognostic and therapeutic recommendations; report writing; consulting with colleagues.

### ASSESSMENT

WAIS administration, interpretation and report (2000 words) 40%, MSE report (1000 words) 30%, MMPI-2 report (1500 words) 30%. The WAIS administration component of the assessment in this unit is a competence based assessment and will be marked as pass or fail based on specific criteria.

## HPY201 – PSYCHOLOGY INTERNSHIP

*Offered at: (B, G, W, X)*

*Credit point(s): 1 Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Normally students must be enrolled in H344 Bachelor of Applied Science (Psychology) or H345 Bachelor of Psychology to enrol in this unit*

*Work experience in industry: Students will complete an on-site placement of at least 15 days duration.*

*Unit chair: A Mussap (B)*

*Prerequisite: HPS111, HPS121*

*Contact hours: 2 hours per week lecture/seminar; 1 hour/week tutorial/eLive*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Psychology Internship provides students enrolled in H344 Bachelor of Applied Science (Psychology) or H345 Bachelor of Psychology with a work-integrated learning experience supported by reflective practice and online exercises; the opportunity to receive academic credit for their work for the community; careers development counselling; and transition-to-work skills and experiences. Students undertake an industry placement and complete a reflective journal to enhance their ability to apply theoretical knowledge to new situations, develop in them an awareness of ethical issues and implications of applied psychology in a realistic and culturally diverse context, and promote project management skills in the context of independent and team work. Transition-to-work classes, activities, and assessments promote effective communication skills, as well as the problem solving, data gathering, and research skills necessary to succeed in real-world employment contexts. Careers seminars are provided to develop in students a realistic understanding of the professional, social, economic and cultural issues inherent in psychology and its affiliate disciplines.

### ASSESSMENT

Reflective journal (1500 words) on the topic of the 15-day industry placement 50%, professional development portfolio (750 words) 10%, job application letter, curriculum vitae (1000 words total) and application interview 40%.

## HPY210 – COACHING AND COUNSELLING INDIVIDUALS FOR BEHAVIOUR CHANGE

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A McClelland (B)*

*Contact hours: 1 x 3 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to enable students to develop understanding of, and practice in, current approaches in coaching and counselling for behaviour change including:

- Theoretical models;
- A range of practical, generic coaching and counselling skills applicable to a range of coaching and counselling environments;
- An awareness of cross-disciplinary applications of the coaching/counselling process;
- Experience in applying practical applications of the coaching and counselling process with an individual client-focus. (Students will coach a client for three private coaching sessions as part of assignment 2).
- In-tutorial counselling/coaching sessions;
- Developing an ethical framework for coaching/counselling practices;
- Personal growth, Positive psychology and well-being strategies;
- Assertiveness training.

**Tutorial attendance:** Students will be required to attend a minimum of 80% of the on-campus tutorials as a hurdle requirement to obtain a pass or above in the unit.

HPY210 is applicable to a range of disciplines across the university and highly relevant for students wishing to develop practical skills in coaching, counselling, well-being and life-skills.

### ASSESSMENT

Assignment 1 – written report (1000 words) 25 %, assignment 2 – two written reports (1000 words and 800 words) 40%, assignment 3 – reflective report (1500 words) 35%

## HPY310 – COACHING AND COUNSELLING GROUPS FOR BEHAVIOUR CHANGE

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A McClelland (B)  
Contact hours: 1 x three hour tutorial workshop per week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit aims to enable students to develop an understanding of, and practice in, current approaches in evidence and non-evidenced-based coaching, facilitating and counselling for behaviour change practices from a group-work perspective.

The unit will include:

- Developing awareness of group-work principles and group dynamics;
- Practical, generic coaching, facilitating and counselling skills applicable to a range of group environments;
- Awareness of cross-disciplinary applications of the coaching/counselling process in group settings and an ethical framework for group-work practices.
- The unit is applicable to a range of disciplines and highly relevant for students wishing to develop skills as a coach, trainer/facilitator, supervisor, manager, tutor, presenter or group counsellor.

Note: students will be provided with practical techniques and support to help overcome fear of public speaking and presenting.

### ASSESSMENT

Students will:

1. Design and write a group-training program for a 1-day training seminar that involves:
  - The training of at least two skills or, two personal development techniques for participants;
  - Facilitating at least two group discussion sessions. 30%.
2. Provide an 1800-word (maximum) essay incorporating a rationale justifying the approach, strengths, philosophy and content to be utilised in the 1-day training session plan. 30%.
3. Students, working in pairs, will plan and facilitate a 30-minute group training session within a tutorial. 40%.

Tutorial attendance: Students will be required to attend a minimum of 80% of the on-campus tutorials as a hurdle requirement to obtain a pass or above in the unit. Tutorials will be 3 hours duration.

## HPY701 – LEADERSHIP ASSESSMENT, DEVELOPMENT AND COACHING

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1, Trimester 2, Trimester 3

EFTSL value: 0.125  
Cohort rule: This unit is offered only to those students with prior studies in psychology or organisational behaviour and/or equivalent experience. Please contact unit chair Josephine Palermo to ensure your eligibility.  
Unit chair: J Palermo (S)

Note: Students are expected to have access to a computer with an internet connection to complete this unit.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

In this unit students will gain skills in applying theories of organisational development to real business problems, with particular focus on leadership coaching. They will also acquire skills in the use of tools to assess leadership behaviours and develop leadership competencies in individuals, teams and organisations. This unit is offered in association with an external industry partner, MLQ International™ and is delivered wholly online. The completion of the course leads to accreditation in the use of Multifactor Leadership Questionnaire© (MLQ) tools (for leadership assessment and development).

### ASSESSMENT

Module 1 Assessment: Analysis of a case study (25%)  
Develop a brief case study (approx 1000 words) of an organization with which you are familiar, either through your employment or consulting experiences.

Module 2 Assessment: Multiple choice test (25%)  
Assessment : Multiple choice test – 32 multiple choice questions (some of these are multiple response)

Module 3 Assessment: Demonstrated facilitation skills + Multiple choice test (25%)  
Assessment: demonstrated competencies in facilitation skills + Multiple choice test – 38 multiple choice questions (some of these are multiple response)

Module 4: Demonstrated coaching skills (25%)  
 Demonstration of the Coaching model as applied to the Leadership Development Plan – assessed via e-live session.

Complete of recorded coaching session with learning partner judged by list supplied in module 4 “check list”.

All assessments are compulsory and must be completed by the end of the course.

At regular intervals in each module, reflective activities are nominated for participants in their learning partner pairs using eLive platform or “Drupal” smf Discussion Forums on the MLQ Leadership website.

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## HPY720 – RESEARCH PROJECT A

*Offered at: (B, S)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250 – 2 enrolled credit points, 0 achievable credit points. (4 credit points achievable on successful completion of HPY720 and HPY721)*  
*Cohort rule: This unit is only available to students enrolled in H650 – Graduate Diploma of Psychology*  
*Unit chair: N Kambouroopoulos (B)*  
*Incompatible with: HPS718*  
*Contact hours: 10 hours (1 x 2 hours of contact with a research supervisor and 8 hours of private study) per week.*

*Note: Together, HPY720 and HPY721 constitute the research thesis component of the Graduate Diploma of Psychology.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will undertake a research project in small groups, choosing a research project from the range offered by available supervisors. Students will be required to familiarize themselves with the theory and past research in the area under investigation, and participate in all the steps involved in research, including the ethics application, formulation of hypotheses, design and methodological decisions, collection and analysis of data, and evaluation of the research questions under consideration. Although activities such as data collection may be conducted as a group, students will prepare an individually written report that will be based on the findings of their study. The project is to be regarded as a learning exercise for the student, with guidance and direction provided by the group supervisor. Data collected for these projects may be used in the ongoing research activities of the School.

### ASSESSMENT

See assessment for HPY721

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## HPY721 – RESEARCH PROJECT B

*Offered at: (B, S)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250 – 2 enrolled credit points, 4 achievable credit points. (4 credit points achievable on successful completion of HPY720 and HPY721)*  
*Cohort rule: This unit is only available to students enrolled in H650 – Graduate Diploma of Psychology*  
*Unit chair: N Kambouroopoulos (B)*  
*Incompatible with: HPS790*  
*Contact hours: 10 hours (1 x 2 hours of contact with a research supervisor and 8 hours of private study) per week.*

*Note: Together, HPY720 and HPY721 constitute the research thesis component of the Graduate Diploma of Psychology.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will undertake a research project in small groups, choosing a research project from the range offered by available supervisors. Students will be required to familiarize themselves with the theory and past research in the area under investigation, and participate in all the steps involved in research, including the ethics application, formulation of hypotheses, design and methodological decisions, collection and analysis of data, and evaluation of the research questions under consideration. Although activities such as data collection may be conducted as a group, students will prepare an individually written report that will be based on the findings of their study. The project is to be regarded as a learning exercise for the student, with guidance and direction provided by the group supervisor. Data collected for these projects may be used in the ongoing research activities of the School.

### ASSESSMENT

As a hurdle requirement, each student will:

- submit an ethics proposal to their supervisor on a date set by the supervisor. This must reach a standard that the supervisor finds satisfactory before the remainder of the project proceeds
- complete minor pieces of work as set by the supervisor (e.g., contributions to data collection, analyses of data).

- present the results of the research at the end-of-year Psychology Research Conference

Written literature review (4000 words) 30%, written empirical research report (5000 words) 70%

## HSE010 – EXERCISE AND SPORT LABORATORY SAFETY

*Offered at: (Online)*

*Credit point(s): 0*

*Offerings: Trimester 1, Trimester 2, Trimester 3*

*EFTSL value: 0.000*

*Unit chair: S Warmington (B)*

*Corequisite: Must be enrolled in HSE101, HSE102, HSE105, HSE201, HSE204, HSE205, HSE208, HSE301, HSE302, HSE303, HSE304, HSE311, HSE314, HSE320, HSE323, HSE702, HSE703, HSE704, HSE705, HSE707, HSE709, HSE711, HSE712*

*Contact hours: One compulsory one hour safety training session undertaken online. This unit will run in block mode in the two weeks prior to the commencement of Week one of each trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will give you a basic safety briefing to prepare you for your laboratory classes and fieldwork within the exercise and sports science field. Safety induction training is a legal requirement for workplaces in Australia. In addition, an awareness and understanding of safety issues and safe work practices will help you in your future employment.

### ASSESSMENT

Online safety training module (1 hour) 100%. Successful completion of case studies and questions is a hurdle requirement for passing this unit.

## HSE101 – PRINCIPLES OF EXERCISE AND SPORT SCIENCE

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, D394 and D324.*

*Unit chair: L Main (B)*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Contact hours: Trimester 1: 1 x 2 hour lecture per week, 6 x 1 hour tutorial classes per trimester, 2 x 2 hour laboratory, and 4 x 1 hour laboratory per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the historical, philosophical and sociological perspectives of sport and exercise science where they will examine how and why science informs professionals in sport, exercise and health-related occupations. Students will also be introduced to the academic and professional disciplines of exercise physiology, motor learning, biomechanics, sport and exercise psychology and nutrition. This unit will also focus on the career pathways and professional development of sport and exercise scientists.

### ASSESSMENT

Assignment 1 – Exercise and Sport Science research paper (1000 words) 25%, assignment 2 – laboratory report x 1 (500 words) 12.5% practical examination x 1 (10 minutes) 12.5%, end of trimester examination (2 hours) 50%. Hurdle requirement: completion of Level 2 First Aid course at student's expense.

## HSE102 – FUNCTIONAL HUMAN ANATOMY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, H355, D394, E377, M320, S323 and H300 and D391 students completing the Exercise Science major sequence.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: J Bonacci (G)*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Contact hours: 3 hours per week*

*(Burwood: 2 x 1 hour lectures, 1 x 1 hour tutorial in alternate weeks, 4 x 2 hour laboratory classes intermittently through the trimester and practical examination in week 12;*

*Geelong: 2 x 1 hour lectures, 1 x 1 hour tutorial in alternate weeks, 4 x 2 hour laboratory classes intermittently through the trimester, and practical examination in week 12).*



*Off campus students will be required to attend a compulsory two day practical workshop which will be held at the Melbourne Burwood Campus on the weekend following the completion of week 10.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to provide students with a comprehensive overview of the structure and function of the musculoskeletal system and how it relates to normal and abnormal human movement. A detailed analysis of the functional anatomy of the skeletal, articular, neural and muscular systems is explored. Additional areas explored will be the role that the musculoskeletal system plays in static and dynamic posture and movement control.

### ASSESSMENT

Practical class worksheets (4 x 5%) 20%, online quizzes (2 x 20 minutes) 10%, practical examination (20 minutes) 30%, final examination (1.5 hours) 40%

### PRESCRIBED TEXTS

Floyd, RT. 2012, Manual of Structural Kinesiology, 18th Ed, McGraw Hill, New York, USA

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## HSE105 – PRINCIPLES OF SPORT COACHING

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Brown (B)  
Corequisite: Must be enrolled in or have previously successfully completed HSE010  
Contact hours: 3 hours per week (1 x 1 hour lecture, 1 x 1 hour practical class and 1 x 1 hour tutorial class)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The main aims of this unit are to enable students to develop a coaching philosophy, examine the theoretical aspects of the science of coaching, develop coaching models as a basis for the planning and execution of coaching sessions, develop communication skills with individuals and groups, and develop a repertoire of the necessary coaching behaviours required for effective coaching.

### ASSESSMENT

Examination (2 hours) 50%, online journal 20%, written assignment (1500 words) 20%, 5 online quizzes 10%. Each component must be passed for a pass in the unit. Practical attendance 80% (hurdle requirement).

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## HSE106 – INTRODUCTION TO SPORT COACHING PRACTICE

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2  
EFTSL value: 0.125  
Unit chair: H Brown (B)  
Contact hours: 1 x 1 hour practical per week*

*Note: Students may need to apply for a Working With Children (WWC) check to the Department of Justice in accordance with the Working with Children Act 2005.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with practical/applied experiences in the context of sport coaching. Students will be expected to obtain a placement external to the University and coach under the supervision of qualified mentor coaches. The placement can be in the student's chosen field and preferably with junior athletes. Students are introduced to the techniques and processes necessary to conduct effective coaching sessions.

### ASSESSMENT

Minimum 30 hours coaching (hurdle requirement), two assignments (1200 words each) 60%, practicum experience presentation 20%, coordinator report 20%, tutorial attendance (hurdle requirement). Students also need to complete a Level 1 Sports Trainers course by the end of this unit, at student's expense (hurdle requirement).

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## HSE201 – EXERCISE PHYSIOLOGY

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B G), Trimester 3 (X)*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H343, D324, D394, M320, E377 and H300 and D391 students completing the Exercise Science major sequence or S323*

students completing the Nutrition and Exercise Science major.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: Trimester 1 – S Warmington (B), Trimester 3 (2012-2013) – K Howlett (G)

Prerequisite: HBS109

Corequisite: Must be enrolled in or have previously successfully completed HSE010

Contact hours: For on-campus students: 2 hours of lectures per week, 8 x 2 hour laboratories per trimester, 3 x 2 hour tutorials per trimester.

For off-campus students: 3 consecutive days of laboratory work, scheduled during trimester, and to be undertaken at either Burwood (for students enrolled in Burwood based courses) or Waurn Ponds (for all other students).

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit examines the physiological responses to acute and chronic exercise, with emphasis on the muscular, metabolic and oxygen transport systems. Scenarios where these systems limit exercise performance are covered using examples such as, exercise in the heat, dehydration, carbohydrate depletion and neuromuscular fatigue. Laboratory classes introduce students to the skills and techniques used to assess performance and the physiological responses to exercise.

### ASSESSMENT

Mid-trimester test (1 hour) 25%, laboratory reports (1500 words) 35%, end-trimester examination (1.5 hours) 40%, practical examination (hurdle requirement), combined attendance of 75% of laboratories and tutorials (hurdle requirement)

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## HSE202 – BIOMECHANICS

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H343, D324, D394, E377, M320 and H300 and D391 students completing the Exercise Science major sequence.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: K Netto (B)

Corequisite: Must be enrolled in or have previously successfully completed HSE010

Contact hours: 2 x 1 hour lectures per week, 8 x 2 hour laboratory; for off-campus students: 2 days of practical work (8 hours per day, scheduled on weekends during trimester and mid-trimester break)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to the major biomechanical factors involved in movement, with a special focus on locomotion, sports technique and analysis. The material is presented with an emphasis on the qualitative analysis of motion and forces. The unit includes the examination of external forces, such as gravity, air resistance, and friction, and their role in human movement. Internal forces created by skeletal and muscular systems and their effect on the body and its movement will be discussed. Finally, the unit will address some practical applications in biomechanics through a qualitative analysis of skill project.

### ASSESSMENT

Examination (1.5 hours) 40%, laboratory project part A (15 minute group presentation) 10%, laboratory project part B (1000 word group report) 30%, mid trimester test (50 minutes) 20%

### PRESCRIBED TEXTS

Hall, S.J. (2006) Basic Biomechanics. 5th Edition, WCB McGraw-Hill, Boston

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## HSE203 – EXERCISE BEHAVIOUR

Offered at: (B, G, W, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: M Teychenne (B)

Prerequisite: HBS110 or ESH404 or EEH101 and EEH102

Contact hours: On campus: For Burwood and Geelong students – 3 hours (1 x 1 hour lecture, 1 x 2 hour tutorial) per week.

For Warrnambool students: 3 hours (1 x 1 hour lecture delivered electronically only, 1 x 2 hour tutorial)

Off campus: weekly tutorial readings and activities as self-directed learning, optional attendance at a one day workshop to be held at Melbourne Burwood Campus.

Workshop will be scheduled on a weekend.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit focuses on health-related physical activity. It examines the fundamental issue of why people are active, including how physical activity participation varies according to factors such as age and sex. The unit also considers sedentary behaviour and physical inactivity, and provides an introduction to theory and concepts important for understanding participation in physical activity at the individual and population level.

**ASSESSMENT**

Examination (2 hours) 50%, assignment – conducted in two parts: part 1 – assignment plan/draft (25% of available marks for assignment); part 2 – complete assignment (75% of available marks for assignment) (2000 words) 50%

**HSE204 – MOTOR LEARNING AND DEVELOPMENT**

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, D324, D394, M320, E377 and H300 and D391 students completing the Sport Coaching major sequence.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: M Spittle (B)*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Contact hours: 2 x 1 hour lectures per week, 8 x 2 hour laboratory; for off-campus students: 2 days of practical work (8 hours per day)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*(Unit offered at G from 2013)*

**CONTENT**

This unit provides an introduction to concepts in human motor learning, development and physical growth. It is designed to provide students with an understanding of fundamental processes underlying the learning and development of motor skills and to show how physical performance across the life span is influenced by physical growth. Application of motor learning, development and physical growth concepts, to selected aspects of instruction and remediation of skill in work, sport and everyday living are considered.

**ASSESSMENT**

Report (2000 words) 50%, examination (2 hours) 50%

**HSE205 – ADVANCED SPORT COACHING THEORY AND PRACTICE**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: H Brown (B)*

*Prerequisite: HSE105*

*Contact hours: 1 x 1 hour lecture and 1 x 2 hour laboratory each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The aim of this unit is to enable students to further advance the theoretical knowledge, competencies and skills that are appropriate to consistent success at the advanced coaching level. Students will learn how to devise, conduct and evaluate various skills, practices, tactical simulations and performance tests. The unit will look at strategies and tactics of human behavioural research and examine the theoretical aspects of the science of coaching and apply this to the practical situation. Students are required to conduct practical coaching sessions.

**ASSESSMENT**

Examination (1.5 hours) 30%, problem based learning reflective journal and report 50%, program planning assignment 20%

**HSE208 – INTEGRATED HUMAN PHYSIOLOGY**

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, D394 and H355 or S323 students completing the Nutrition and Exercise Science major.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: A Turner (B)*

*Prerequisite: HBS109*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Contact hours: 5 x 1 hour tutorials per trimester, 6 x 2 hour laboratories per trimester, 2 x 1 hour lecture (B and G) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an overview of the concept of homeostasis and physiological control systems; integrated physiological responses to various challenges to homeostasis in humans. The experimental methods utilised to assess physiological responses in the human will also be examined.

### ASSESSMENT

Written reports (2000 words) 50%, examination (2 hours) 50%, combined attendance of 75% of practical and tutorial classes – hurdle requirement

### PRESCRIBED TEXTS

Widmaier, E. P., Raff, H. and Strang, K. T. 2011, Vander's human physiology: The mechanisms of body function, 12th edn, McGraw Hill, New York, NY/USA.

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## HSE212 – PHYSICAL ACTIVITY PROMOTION AND EVALUATION

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Teychenne (B)*

*Prerequisite: HSE203*

*Contact hours:*

*For Burwood and Geelong students: 2 hours (1 x 1 hour lecture and 1 x 1 hour tutorial) per week.*

*For Warrnambool students: 2 hours (1 x 1 hour lecture delivered electronically and 1 x 1 hour face-to-face tutorial) per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of the processes involved in planning, implementing and evaluating physical activity promotions at a community level. A range of community settings, including workplaces, schools and general practice, and approaches, including mass-media, sponsorship, policy and environmental approaches will be considered. Students will also gain skills in using a variety of methods to evaluate community physical activity promotion initiatives.

### ASSESSMENT

Group written assignment (1000-1500 words per group member) 40%, group oral presentation of evaluation design 10%, examination (2 hours) 50%

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## HSE301 – PRINCIPLES OF EXERCISE PRESCRIPTION

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, D324, D394, E377, M320 and H300 and D391 students completing the Exercise Science major sequence or S323 students completing the Nutrition and Exercise Science major.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: B Aisbett (B)*

*Prerequisite: HSE201 or HSN201*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010*

*Contact hours: On-campus students: 2 x 1 hour lecture and 1 x 2 hour laboratory per week; off-campus students must attend 2 x 8 hour practicals (may be scheduled on a weekend)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*(Unit offered at G from 2014)*

### CONTENT

This unit is designed to enable students to understand the basic requirements of health and fitness testing. In doing so, it addresses the principles of exercise prescription for the general population from a health and fitness perspective. It contrasts the physiological responses to exercise of special populations to that of healthy individuals. Students are encouraged to develop a problem-identification and problem-solving approach in order to improve the health and fitness of individuals of all ages, genders and health and fitness status. Behavioural principles relating to exercise adherence and compliance are also presented.

### ASSESSMENT

Examination (2 hours) 50%, mid-trimester test (30 minutes) 15%, laboratory report 20%, online quiz (10 minutes) ungraded, practical assessment (7.5 minutes) 15%. Passing the online quiz and practical assessment are hurdle requirements for passing this unit.

## HSE302 – EXERCISE PROGRAMMING

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H343, D394, E377, M320 and H300 and D391 students completing the Exercise Science major sequence.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: S Clement (B)

Prerequisite: HSE301

Corequisite: Must be enrolled in or have previously successfully completed HSE010

Contact hours: 4 hours (1 x 1 hour lecture, 1 x 2 hour practical and 1 x 1 hour tutorial) per week.

Off campus students are required to complete weekly tutorial readings as self-directed learning and attend a compulsory two day practical workshop which will be held at the Melbourne Burwood Campus on the weekend following the completion of week 10.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered at G from 2014)

### CONTENT

This unit is designed to enable students to further develop the principles of exercise prescription introduced in HSE301 and to apply these principles in various training situations. Particular emphasis will be given to providing practical opportunities for students to implement exercise programs for all components of fitness, in particular strength and conditioning, as well as developing a range of interpersonal and communication skills that are required to conduct safe, functional and effective exercise programs for improving both health and performance. In addition, students will have the opportunity to review and discuss practical exercise programming literature during weekly tutorial classes.

### ASSESSMENT

Examination (2 hours) 50%, assignment (1000 words) 25%, 1 oral presentation of case study program design (10 minutes) 10% and 1 x practical examination (20 minutes) 15%. On campus students are required to attend 80% of practical laboratories as a hurdle requirement. Off campus students are required to attend the two day practical workshop as a hurdle requirement. Students must also achieve a pass grade or higher in the practical examination as a hurdle requirement for passing HSE302.

## HSE303 – EXERCISE METABOLISM

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H343 D324 and D394 or S323 students completing the Nutrition and Exercise Science major.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: G Wadley (B)

Prerequisite: HSE201

Corequisite: Must be enrolled in or have previously successfully completed HSE010

Contact hours: 1 x 2 hour laboratory class per week, 1 x 2 hour seminar every two weeks which includes IN-CLASS assessment of Individual and Team Based Learning (TBL) tasks (see below)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered at G from 2014)

### CONTENT

This unit will provide students with an overview of the metabolic responses to exercise and their regulation. Specific topics to be covered include: an overview of skeletal muscle energy metabolism, hormonal regulation of metabolism, metabolism during high-intensity exercise, carbohydrate and lipid metabolism during exercise and their regulation, environmental temperature and metabolism, metabolic bases of fatigue, metabolic adaptations to training and exercise and muscle gene expression.

### ASSESSMENT

Examination (1.5 hours) 40%, individual and group Team Based Learning (TBL) tasks 20%, 1 group written report (2000 words) 30%, 1 laboratory report test (400 words) 10%

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## HSE304 – PHYSIOLOGY OF SPORT PERFORMANCE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H343, D324 and D394 or S323 students completing the Nutrition and Exercise Science major.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: S Warmington (B)

Prerequisite: HSE201

Corequisite: Must be enrolled in or have previously successfully completed HSE010

Contact hours: 4 hours (2 x 1 hour lecture, 1 x 2 hour practical) per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered at G from 2014)

### CONTENT

This unit provides an overview of the physiological and metabolic limits to sports performance and the potential strategies to enhance sports performance. Specific topics to be covered include: limits to exercise performance, nutritional strategies and ergogenic aids, principles of training for endurance, speed and strength, and environmental effects of exercise performance.

### ASSESSMENT

Examination (2 hours) 50%, two laboratory reports (three pages per report) 20%, group assignment – research project (3000 words in total from the group) 30%

## HSE305 – ISSUES IN SPORT COACHING

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: A Dawson (B)

Prerequisite: HSE204 or HSE205

Contact hours: 2 hours per week (1 x 2 hour seminar)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered at G from 2014)

### CONTENT

This unit explores contemporary issues relevant to coaching and sport science from a personal and professional development perspective. Topics include: career transition and development of athletes and coaches, issues management such as drugs and doping in sport, leading and managing teams, ethics and professional practice in coaching, strategic planning,

management and development of coaches and coaching.

### ASSESSMENT

Two group assignments based in case studies (1000 words per student) 25% per assignment; two group oral presentations to class based on case studies (10 minutes per student) 25% per presentation. Hurdle requirement: 80% seminar attendance

## HSE309 – BEHAVIOURAL ASPECTS OF SPORT AND EXERCISE

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: A Dawson (B)

Contact hours: 4 hours per week (1 x 2 hour lecture, 1 x 1 hour tutorial, 1 x 1 hour online tutorial)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to a range of topics related to the different ways in which psychological, behavioural and cognitive factors may affect individual and team performance in sport, and to the ways that sport and exercise may impact on psychological and behavioural factors. The unit also provides students with practical experience in mental strategies to enhance athletic performance. Special emphasis is given to the coach/trainer's role in implementing these strategies. Although directly related to sport performance, the unit would be useful to students interested in other performance domains.

### ASSESSMENT

Examination (2 hours) 50%, practical report (2000 words) 50%

## HSE311 – APPLIED SPORTS SCIENCE 1

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H343, D324, D394 and E377.

Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: L Main (B)

Corequisite: Must be enrolled in or have previously successfully completed HSE010 and one of HSE201, HSE202, HSE203, HSE204

Contact hours: 4 hours (2 x 1 hour lecture, 1 x 2 hour practical) per week plus 1 x 2 hour online tutorial fortnightly.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is designed to provide students with an understanding of how sub-discipline studies in exercise and sports science can be used to study human performance in sport and physical activity. The approach taken in the unit is to translate theory (presented through lectures and readings) into practice (achieved in practical laboratories, tutorials and assessments). As such students will utilize and develop practical skills and strategies that are relevant to becoming practitioners in exercise and sports science and teaching and coaching. The content will focus primarily on the application of sport science within individual sports, with particular emphasis given to track and field and exercise rehabilitation as examples of how this can be successfully achieved. The use of software to prescribe exercise, assess performance and present information will also be utilized.

### ASSESSMENT

Final examination (1.5 hours) 40%, written assignment (1200 words) 20%, oral presentation of assignment 10%, written exercise program and its demonstration 20%, analysis report 10%. Students are required to attend practical laboratories (80% attendance hurdle requirement) and complete all online tutorial quizzes.

## HSE312 – EXERCISE AND SPORTS SCIENCE PRACTICUM

Offered at: (B)

Credit point(s): 1

Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125

Unit chair: B Aisbett (B)

Prerequisite: or Corequisite: HSE201, HSE202, HSE203 and HSE212 or HSE204

Contact hours: 1 x 1 hour lecture per week (first five weeks of trimester only), 1 x 1 hour tutorial per week (weeks 6 to 12 only).

Note: Students may need to apply to the Department of Justice for a Working with Children Check (WWCC) in accordance with the Working with Children Act 2005.

Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered at G from 2014)

### CONTENT

This unit will provide students with an opportunity to undertake a formalised fieldwork experience of a minimum of 140 hours in an exercise and sport organisational setting. Each student is responsible for selecting and negotiating an appropriate work experience. Field experiences are intended to provide students with opportunities to develop skills and knowledge in areas of exercise and sport science which will enhance their professional development and vocation potential.

### ASSESSMENT

Project proposal (400 words) 10%, job application (600 words plus appendix) 25%, practicum presentation (12 minutes) 15%, student evaluation of their practicum experience (1800 words plus appendix) 30%, host supervisor's report 20%.

## HSE313 – UNDERSTANDING CHILDREN'S PHYSICAL ACTIVITY

Offered at: (B, G, W, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: H Brown (B)

Prerequisite: HBS107

Contact hours: For Burwood, Geelong and off campus students: 1 x 1 hour lecture and 1 x 2 hour tutorial/practical each week; off-campus students must attend 1 x 6 hour tutorial/practical session which may be scheduled on a weekend.

For Warrnambool students: 1 x 1 hour lecture per week (delivered electronically only) and 1 x 2 hour tutorial/practical each week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to enable students to develop an understanding of the nature of children's physical activity and the influences on this behaviour in a variety of contexts. Topics covered include: an introduction to children's physical activity in relation to health, physiology and behaviour; determinants and correlates of children's physical activity; and the promotion of

physical activity in several settings. Tutorial/practical sessions address the application of the lecture material in a practical context for promoting physical activity to a group of children.

#### ASSESSMENT

Assignment 1 (1500 words) 40%, assignment 2 (800 words) 20%, examination (1.5 hours) 40%

## HSE314 – APPLIED SPORTS SCIENCE 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343, D394 and E377.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: P Gastin (B)*

*Corequisite: Must be enrolled in or have previously successfully completed HSE010 and any one of HSE201, HSE202, HSE203 or HSE204*

*Contact hours: 4 hours (1 x 1 hour lectures, 1 x 2 hour practical per week, plus online tutorial tasks equivalent to 1 hour per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is designed to provide students with an understanding of how sub-discipline studies in exercise science can be used to study human performance in sport and physical activity. The approach taken in the unit is to translate theory (presented through lectures and readings) into practice (achieved in practical laboratories, tutorials and assessments). As such students will utilize and develop practical skills and strategies that are relevant to becoming practitioners in exercise and sports science and teaching and coaching. The content will focus primarily on the application of sport science within team sports, with particular emphasis given to soccer as an example of how this can be successfully achieved. The use of technologies to assess and monitor in-field performance will also be utilized.

#### ASSESSMENT

Final examination (1.5 hours) 40%, two laboratory practical reports (20% each) 40%, group presentation and lesson plans 20%. Students are required to attend practicals/tutorials (80% attendance hurdle requirement) and complete all tutorial tasks (e.g. online quizzes).

## HSE316 – PHYSICAL ACTIVITY AND POPULATION HEALTH

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Teychenne (B)*

*Prerequisite: HSE203*

*Recommended: HSE212*

*Contact hours:*

*For Burwood and Geelong students: 2 hours (1 x 1 hour lecture and 1 x 1 hour tutorial) per week.*

*For Warrnambool students: 2 hours (1 x 1 hour lecture delivered electronically and 1 x 1 hour face-to-face tutorial) per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit considers physical activity at a population level, and the impact on the prevalence of health problems such as heart disease, diabetes, obesity and cancer, along with the economic implications of those health conditions. The unit has an intervention focus addressing the planning, implementation and evaluation of theory and evidence-based physical activity interventions and promotion programs. Individual, social and environmental factors that influence participation in physical activity are discussed, along with the impact of socio-economic status and neighbourhood of residence on physical activity.

#### ASSESSMENT

Written group assignment (1000-1500 words per group member) 40%, group presentation (10 minutes) 10%, examination (2 hours) 50%

## HSE320 – EXERCISE IN HEALTH AND DISEASE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Only available to students enrolled in H343 and D394 or S323 students completing the Nutrition and Exercise Science major.*

*Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).*

*Enrolment quotas apply.*

*Unit chair: S Fraser (B)*

*Prerequisite: HSE301*



*Corequisite: Must be enrolled in or have previously successfully completed HSE010*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour tutorial in alternate weeks, 1 x 2 hour practical in alternate weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*(Unit offered at G from 2014)*

### CONTENT

This unit provides an overview of the health benefits of physical activity and the health consequences of physical inactivity. From a biological perspective, this unit will examine the impact of exercise or physical activity on various physiological systems including the endocrine, musculoskeletal, cardiovascular and respiratory systems. This unit will examine disorders and diseases associated with these physiological systems including cardiovascular disease, metabolic syndrome including obesity, diabetes, musculoskeletal disorders including sarcopenia and osteoporosis, respiratory disease and neurological disorders. The pathogenesis of these diseases will be addressed, and how exercise or physical activity can be prescribed in order to prevent and/or treat these disorders and diseases. Practical classes will provide students with a 'hands on' opportunity to reinforce the theory delivered in lectures and tutorials.

### ASSESSMENT

Examination (2 hours) 50%, oral presentation (15 minutes) 25%, written report (2000 words) 25%

### PRESCRIBED TEXTS

ACSM's Guidelines for Exercise Testing and Prescription, 2009 8th Edition Lippincott Williams & Wilkins, USA, Philadelphia

## HSE321 – SPORT COACHING AND DEVELOPMENT PRACTICUM

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Dawson (B)*  
*Prerequisite: HSE205*  
*Incompatible with: HSE306*

*Note: 1) Students may need to apply to the Department of Justice for a Working with Children Check (WWCC) in accordance with the Working with Children Act 2005.*

*2) Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In weekly tutorials (small groups) topics relevant to the coaching and management placements would be discussed to ensure constant monitoring and support for the students throughout their practicum experience. These will include planning organising, teaching/instructing, communicating, leading/management, controlling and evaluating.

### ASSESSMENT

Each coaching and management placement has to be supported with a field study report (2000 words) 60% and a confidential report submitted by the host agency 25%. A total of 120 hours of practical experience with a minimum of 30 hours in coaching must be completed. Students are expected to attend the tutorials throughout the trimester 15%.

## HSE323 – CLINICAL AND SPORT BIOMECHANICS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Only available to students enrolled in H343, D324 and D394.*  
*Other students who would like to enrol in this unit must submit their request to ens-enquire@deakin.edu.au.*  
*Enrolment quotas apply.*  
*Unit chair: K Netto (B)*  
*Prerequisite: HSE202*  
*Corequisite: Must be enrolled in or have previously successfully completed HSE010*  
*Contact hours: 2 x 1 hour lectures per week, 11 x 2 hour laboratory.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

This unit is designed to explore the applications and implications of the physical principles underlying efficient human movement. The unit examines aspects of muscle mechanics relevant to sports performance and injury prevention, and investigates methods of quantifying human motion. Data from kinematic, electromyographic and kinetic sources will be analysed and interpreted. Exemplary material is drawn from studies of human locomotion and of the activity of isolated single-joint movements to determine the effects of injury and the progress of rehabilitation.

**ASSESSMENT**

Examination (1.5 hours) 30%, group project report (2000 words) 50%, mid-trimester test (1 hour) 20%

**PRESCRIBED TEXTS**

Hall, S.J. (2006). Basic biomechanics. (5th ed.). Boston: McGraw-Hill. (612.76 HAL)

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## HSE401 – DEVELOPING RESEARCH SKILLS

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: G Wadley (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This honours unit will complement the work of research supervisors by teaching and developing selected skills which are important in research and advantageous in careers other than research. Topics to be addressed include effective written and verbal communication skills, the presentation and defence of a research proposal, the preparation of a written research proposal, and the writing of a literature review.

**ASSESSMENT**

Oral presentation 20%, research proposal 20%, literature review (6000 words) 60%

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## HSE402 – HONOURS RESEARCH PROJECT

*Offered at: (B)*

*Credit point(s): 4*

*Offerings: Trimester 2*

*EFTSL value: 0.500*

*Unit chair: G Wadley (B)*

*Incompatible with: HSH402*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The range of topics is diverse. Students will be required to select a topic in which they have undertaken prior

(third-year) study, and to undertake original research on the topic with the guidance of a supervisor.

**ASSESSMENT**

Thesis (12 000 words) 100%, final oral presentation is a hurdle requirement.

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## HSE702 – EXERCISE PHYSIOLOGY FOR NEUROLOGICAL AND NEUROMUSCULAR DISEASE

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*

*Unit chair: M Zoghi (B)*

*Contact hours: 1 x 2 hour lecture and 1 x 2 hour laboratory per week – total 12 weeks.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an examination of neurological and neuromuscular conditions and their relation to exercise prescription and exercise rehabilitation. The functional anatomy of the neuromuscular system and the roles of neuromotor and sensorimotor elements in motor control are discussed. Pathophysiology in relation to neurological and neuromuscular conditions is addressed and the signs, symptoms, co-morbidities and treatments for a range of neurological and neuromuscular conditions are identified. Considerations for prescription of exercise to clients with neurological and neuromuscular conditions are also outlined.

**ASSESSMENT**

Quizzes x 10 (15 minutes, week 3-12) 60%, case study written report (1500 words) 25%, 10 minutes oral presentation (week 12) 15%.

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## HSE703 – EXERCISE BEHAVIOUR AND MOTIVATION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: A Dawson (B)*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week – total 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the theory and practice of exercise behaviour change. Students in this unit will develop a basic understanding of the theory and practice of counselling and coaching clients with chronic disease and injury through the behaviour change process. Students will be practicing as part of a rehabilitation team and need to know how to encourage clients to take positive steps towards their own self management. Students will learn how to make a referral to mental health professionals. Topics in this unit include counselling and life-skills coaching, life-cycle development, identity crisis, coping with chronic disease and injury, anxiety and depression, self-confidence, goal setting and transitions.

### ASSESSMENT

Two practical assignments (passing the practical assessment is a hurdle requirement for passing this unit), a one hour in-class test 20%, in-class assessment tasks worth 80%

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## HSE704 – EXERCISE PHYSIOLOGY FOR METABOLIC DISEASE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: S Fraser (B)*  
*Contact hours: 1 x 1 hour seminar per week – total 12 weeks, 11 x 2 hour clinical practicals, 6 x 1 hour tutorials per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the knowledge and skills to work effectively with patients with metabolic conditions in order to provide clinical services such as assessment of exercise capacity and prescription of exercise as an adjunct treatment of the associated diseases. Students will explore the pathophysiology

underlying the disease, appropriate tests, interpret clinical data and referrals and prescribe safe and appropriate exercise for patients with various aspects of metabolic disease.

### ASSESSMENT

Weekly quizzes (5% each for 10 weeks) 50%, practical examination 20%, client report and individual reflective piece (30%)

### PRESCRIBED TEXTS

ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription, (2010), Sixth edition Lippincott Williams & Wilkins, USA, Philadelphia

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## HSE705 – EXERCISE PHYSIOLOGY FOR CARDIOPULMONARY DISEASE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: S Selig (B)*  
*Contact hours: 1 x 2 hour lecture per week – total 12 weeks, 6 x 2 hour laboratories, 6 x 2 hour tutorials per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a thorough examination of the pathophysiological aspects, diagnosis and medical treatment regimens for a range of cardiovascular diseases. Through both theoretical and practical experiences students develop their knowledge and skills to work effectively with patients with cardiopulmonary pathologies. This will enable the students to provide clinical services such as assessment of exercise capacity and prescription of exercise for clientele with cardiovascular diseases.

### ASSESSMENT

Quizzes x 10 (12 minutes each week) 50%, case study written report (2000 words) 25%, case study practical assessment (60 minutes) 25%. Students must achieve at least 50% of the allocated marks for each of the three components of the assessment to pass the unit.

## HSE707 – EXERCISE PHYSIOLOGY FOR MUSCULOSKELETAL INJURY AND DISEASE

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology  
Unit chair: D Kidgell (B)  
Contact hours: 1 x 2 hour lecture, 1 x 2 hour laboratory per week – total 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with knowledge and practical skills in the clinical exercise management of musculoskeletal injuries/disease conditions, including for each condition: details of the underlying pathology and development, the pathomechanics, assessment of function and acute exercise capacity, and chronic exercise prescription and long-term management. Further, aspects such as pharmaceutical prescription will be discussed. Students will gain practical experience and skills required to implement this knowledge in a clinical setting for the holistic exercise management of the musculoskeletally compromised client

### ASSESSMENT

Quizzes x 10 (15 minutes each week) 50%, written case study assignment on musculoskeletal pathology (2000 words) 20%, practical examination 30%

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## HSE709 – EXERCISE PHYSIOLOGY FOR SPECIAL POPULATIONS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology  
Unit chair: S Fraser (B)  
Contact hours: 1 x 2 hour lecture per week – total 12 weeks, 12 x 2 hour laboratories/tutorials per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the knowledge and skills to work effectively with patients with specific conditions so that appropriate evaluation, and exercise testing and prescription is administered. Students will explore the changes that occur in cancer, mental health and other specific conditions such as pregnancy and post partum, childhood and ageing, and how exercise testing and prescription is modified for these groups. The role of preventative and rehabilitative exercise in workplace health and chronic pain will also be explored as well as exercise and the environment.

### ASSESSMENT

Weekly quizzes (10 minutes, 5% each) 50%, Group Assignment: Special population patient/client interview and exercise plan (2000 words) 50%

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## HSE711 – PRE CLINICAL PRACTICE 1

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology  
Unit chair: N Saunders (B)  
Contact hours: 1 x 2 hour lecture and 1 x 2 hour laboratory per week – total 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with an introduction to the roles and responsibilities of the practising clinical exercise physiologist in the Australian healthcare system. Students will enhance and build upon the skills base of the exercise scientist through a focus on practical skill development. Through development of appropriate clinical decision making with respect to exercise testing and prescription, students will learn to work effectively with patients from typical chronic pathology groups to provide clinical exercise services.

### ASSESSMENT

Written assignment (2000 words) 40%, examination (1.5 hours) 30%, practical assessment (30 minutes-hurdle requirement) 30%

## HSE712 – PRE CLINICAL PRACTICE 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: N Saunders (B)*  
*Prerequisite: HSE711*  
*Contact hours: 1 x 1 hour lecture, 1 x 1 hour tutorial, 1 x 2 hour laboratory per week – total 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with knowledge of the national compensation schemes within the Australian healthcare system in the context of the practising clinical exercise physiologist. Students will develop their understanding of appropriate ethical and professional behaviour for exercise physiologists. The unit also provides students with the opportunity to learn to work with a patient base within a controlled environment from all the stages of an exercise intervention (the initial referral, assessment, design, monitoring, modification and progression). Upon completion of this unit, students will be well placed to work effectively in a clinical exercise environment.

### ASSESSMENT

Examination (1.5 hours) 30%, written assignment (2000 words) 40%, presentation (60 minutes-hurdle requirement) 30%

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## HSE714 – CLINICAL PRACTICUM 1

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2, Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: N Saunders (B)*  
*Prerequisite: HSE703, HSE705, HSE707 and HSE711*  
*Contact hours: No contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an opportunity to undertake a minimum of 140 hours of fieldwork experience within clinical exercise physiology scope of practice. Each student's fieldwork experience will be supervised by an Exercise and Sport Science Australia (ESSA) accredited exercise physiologist, a university-trained allied health professional (e.g. registered physiotherapist) or an exercise scientist with appropriate experience working with clients with chronic disease. Field experiences are intended to provide students with opportunities to develop skills and knowledge in clinical exercise physiology to enhance their professional development and vocation potential.

### ASSESSMENT

Online discussion task 50%; Supervisor report – hurdle requirement; Self-reflection task: Written report (2500 words including ESSA log book) 50%

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## HSE715 – CLINICAL PRACTICUM 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology*  
*Unit chair: N Saunders (B)*  
*Prerequisite: HSE702, HSE703, HSE704, HSE705, HSE707, HSE711, HSE712, HSE714*  
*Contact hours: 1 x 2 hour tutorial per week (weeks 6 to 8 only)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an opportunity to undertake a minimum of 140 hours of fieldwork experience within clinical exercise physiology scope of practice. Each student's fieldwork experience will be supervised by Exercise and Sport Science Australia (ESSA) accredited exercise physiologist, a university-trained allied health professional (e.g. registered physiotherapist) or an exercise scientist with appropriate experience working with clients with chronic disease. Field experiences are intended to provide students with opportunities to develop skills and knowledge in clinical exercise physiology to enhance their professional development and vocation potential.

**ASSESSMENT**

Supervisor report – hurdle requirement. Self-reflection report (including ESSA log book) (3000 words) 75%. Students can choose one of the following: oral presentation, literature summary or educational poster/pamphlet 25%. Each component must be passed in order to pass this unit.

**HSE717 – CLINICAL PRACTICUM 3**

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1\*, Trimester 3

*EFTSL value:* 0.125

*Cohort rule:* This unit is only available to students enrolled in H743 Master of Clinical Exercise Physiology  
*Unit chair:* N Saunders (B), S Fraser (B)  
*Prerequisite:* HSE702, HSE703, HSE704, HSE705, HSE707, HSE711, HSE712, HSE714

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit will provide students with an opportunity to undertake a fieldwork experience within clinical exercise physiology scope of practice. Each student's fieldwork experience will be supervised by Exercise and Sport Science Australia (ESSA) accredited exercise physiologist, a university-trained allied health professional (e.g. registered physiotherapist) or an Exercise Scientist with appropriate experience working with clients with chronic disease. Field experiences are intended to provide students with opportunities to develop skills and knowledge in clinical exercise physiology to enhance their professional development and vocation potential.

**ASSESSMENT**

Students can choose one of the following: oral presentation, literature summary or educational poster/pamphlet – 25%. Supervisor report – hurdle requirement.  
 Professional Portfolio – this portfolio will have three sections: 1) Clinical Practicum portfolio 5%, 2) Reflection report (1500 words) 20%, 3) Practical assessment 50%.  
 Each component must be passed in order to pass this unit.

**HSH105 – UNDERSTANDING FAMILIES AND HEALTH**

*Offered at:* (B, X, CBD)  
*Credit point(s):* 1  
*Offerings:* Trimester 1  
*EFTSL value:* 0.125  
*Unit chair:* C Henderson-Wilson (B)  
*Corequisite:* Desirable to be taking or have completed HBS107  
*Contact hours:* 3 hours (1 x 1 hour lecture, 1 x 2 hour tutorial/workshop) per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit is designed to introduce students to the study of families, society and health by using an ecological perspective to consider a number of elements of family life. Concepts of 'family' are examined and trends, changes and patterns in family composition and behaviour are reviewed. Examples of elements of family life to be considered include: family diversity, families and work; divorce and repartnering; disability. The role of the family as a setting for public health will be explored within each of the elements of study.

**ASSESSMENT**

Research activity (500 words) 15%, small group presentation (equivalent to 1500 words) 20%, online test (500 words) 25%, essay (1500 words) 40%

**HSH111 – INTRODUCTION TO PUBLIC HEALTH AND HEALTH PROMOTION**

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Unit chair:* M Dunn (S)

*Contact hours:* 3 hours (1 x 1 hour lecture and 1 x 2 hour seminar per week)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit is designed to provide students with an understanding of the principles of public health and health promotion. Topics include: the evolution of public health and health promotion, its milestones, achievements and champions; approaches

including biomedical, behavioural, social, ecological, empowerment, other; settings for action including physical, social, ecological, and political environments; the new public health/health promotion in developing countries; current and emerging trends, issues, and at risk groups; public health/health promotion in practice: realities versus the theory in local contexts; mapping public health/health promotion action and the core competencies required to participate in and lead such action; the role of research to inform public health/health promotion practice and to shift agendas.

#### ASSESSMENT

Small group presentation 30%, reflective journal and professional portfolio (3000 words) 70%

## HSH112 – LOCAL AND GLOBAL ENVIRONMENTS FOR HEALTH

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: C Henderson-Wilson (B)*  
*Prerequisite: Desirable to have completed HBS107*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will introduce key concepts around environmental health and will explore the relationship between the natural, built, social, economic and political environments and human health. This unit will also introduce the concepts of sustainable development, ecosystem health and environmental justice. The content of the unit will be framed within a public health and health promotion context. This unit comprises the study of: knowledge of past, present and emergent environmental health concerns, including infectious disease, population growth, urbanisation, global warming and drought; environments for health: the positive influences of the natural/physical, built, social, economic and political environments on human health; the role of the natural/physical, built, social, economic and political environments in human health threats; an appreciation of the different space components of environmental health: individual, neighbourhood, institutional, national, regional, global and intergenerational; human impacts on the environment, including Indigenous cultures, industrialised countries, developing countries; sustainable development and environmental justice; critical reflection on the changing context of environments and health over time.

#### ASSESSMENT

Reflective learning journals (1500 words total) 30%; major group presentation (30 minutes) and written report (1500 words per group) 50%; online test (30 minutes) 20%

## HSH113 – SOCIAL PERSPECTIVES ON POPULATION HEALTH

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H McKenzie (G)*  
*Contact hours: Students are expected to attend or listed to a lecture (1.5 hours) and attend one tutorial class (2 hours) each week as well as complete designated reading tasks.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit takes a sociological perspective to the examination of health issues and their determinants. It begins with an introduction to the sociological imagination and key theories and concepts relevant to health sociology. Students then move on to examine individual, community and societal experiences of health and illness, including the role of the health system, social policy, and institutions.

#### ASSESSMENT

Coursework: 7 applied journal entries (2000 words in total) 50%, examination – open book (2 hours) 50%

## HSH114 – INTRODUCTION TO HUMAN SERVICES

*Offering information: This unit is not offered in 2012*

*Offered at: (B, S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Dunn (S)*  
*Incompatible with: HSW101*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit addresses the complexities of the health system and welfare state, which underpin the provision of human services. The unit will provide students with an overview of: the scope of available government and non-government human services; the funding and organisation of the health system from an economic perspective; the links between the social determinants of health and human services; legislation and policy that underpin service provision; the concepts of community and community capacity building; the roles of different professionals who work in the human services; and language/terminology used in the human services; and the key concepts underlying health economics as a way of thinking and problem-solving. Unit assignments are based on simulated workplace activities commonly undertaken in the human services field, and to help develop students' professional skills.

**ASSESSMENT**

Report (1500 words) 35%; Presentation (10%); Report (1000 words) 20%; Report (1500 words) 35%

**PRESCRIBED TEXTS**

Gardner, F 2006, Working with Human Service Organisations : Creating Connections for Practice, Oxford University Press, Melbourne.

assessments, issue analysis, goal development, strategy formulation and implementation. The third and final module addresses the topics of evaluation, evidence and dissemination of program results.

**ASSESSMENT**

Assignment portfolio: Group needs assessment (2000 words) 50%, individual program plan (2000 words) 50%

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**HSH205 – EPIDEMIOLOGY AND BIOSTATISTICS 1**

*Offered at: (B, G, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Graham (B)*

*Prerequisite: HBS108 or SBB141*

*Contact hours: Mixed online (DSO) and face to face, equivalent to 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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**HSH201 – PLANNING AND EVALUATION 1**

*Offered at: (B, CBD, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Lamaro (S)*

*Prerequisite: HBS107 or HSH111*

*Contact hours: 3 hours (1 x 1 hour lecture, 1 x 2 hour workshop) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide students with an understanding of the main concepts and methods of epidemiology and biostatistics within the context of public health and health promotion. It will assist them to understand, apply and interpret these methods and to critically appraise the health research literature.

**ASSESSMENT**

Two assignments (1000 words each) 25% each, examination (2 hours) 50%

**PRESCRIBED TEXTS**

Bailey, L et al (2005). Introduction to Epidemiology. England, Open University Press.

**CONTENT**

This unit will help students to understand and apply the range of principles, processes and strategies that are involved in health promotion program development. The unit is delivered in three modules. The first module examines the principles and approaches that underpin health promotion programs. Health promotion approaches are particularly important in helping to understand the range of strategies that can be used to enhance the health of individuals, communities and settings. The second module investigates various frameworks that can be employed to plan, implement and sustain programs. The majority of this component will focus on planning processes and includes needs

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**HSH206 – HUMAN DEVELOPMENT AND HEALTHY FAMILIES**

*Offered at: (B, X, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Henderson-Wilson (B)*

*Contact hours: 3 hours (1 x 1 hour lectures, 1 x 2 hour tutorial) per week*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to human growth and development in the context of family, household and community environments. It explores factors affecting growth and development across the life span. It will provide an overview of biosocial, sociological, cognitive and psychosocial development across the lifespan. The unit is underpinned by the ecological perspective and explores the interactions and interdependencies between individuals, families and households, the community, and society as they impact on development. Additionally, this unit considers the many issues which have the potential to enhance or mar human development across the lifespan.

### ASSESSMENT

Essay 1 (2000 words) 50%, group presentation (25 mins) and report (1500 words) 50%

### PRESCRIBED TEXTS

Dacey, J.S. & Travers, J.F. & Fiore, L. (2009). Human development across the lifespan (7th edn) McGraw-Hill, Boston, MA.

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## SHH207 – SOCIO-ECONOMIC STATUS AND HEALTH

*Offered at: (B, X, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SHH106*

*Unit chair: H McKenzie (B)*

*Contact hours: 3 hours per week (1 x 1 hour lecture and 1 x 2 hour tutorial)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

One of the critical determinants of health in society is socioeconomic status (SES). This unit will explore the link between SES and health from individual and population perspectives. It will explore the way social processes interact with health and consider the latest research on the social gradient. Issues such as gender, poverty and affluence, social exclusion, inequalities in health, and inequity will be considered against issues across the life course (access and expectation) as well as the role of education and information. The role of political and social institutions (including the

household) in creating supportive environments will be considered.

### ASSESSMENT

Assignment (2000 words) 50%, examination (2 hours) 50%

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## SHH208 – PROFESSIONAL PRACTICE 1

*Offered at: (B, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: L Sheehan (B)*

*Contact hours: 3 hours per week (1 x 1 hour weekly lecture, 1 x 2 hour weekly tutorial, or equivalent)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines theoretical and practical aspects of health communication and marketing such as audience segmentation, message development and delivery, approaches to mass media, development of visual and written materials, use of shock tactics. Students will critically examine controversial and sensitive campaigns, as well as 'health promotion disasters'. Students will also be introduced to the software applications such as PowerPoint in designing and implementing campaigns, presentations and messages during computer practical sessions. Topics include: understanding and working with the media; developing press releases; communication and behaviour change theories; Information, Education and Communication (IEC) approaches, including social marketing; conducting controversial or sensitive campaigns; conducting low budget campaigns in the community; global contexts, cultural appropriateness and sensitivity; working with CALD groups and engaging the community; communication skills and strategies; presenting, conducting meetings, forums and interviews; the role of communication strategies (e.g. advocacy, networking, building partnerships and building capacity) in promoting health; health online.

### ASSESSMENT

Students will work in syndicate groups to complete assessment. Assignment 1 – media based (equivalent 2000 words per student) 50%, assignment 2 – communication based (equivalent 2000 words per student) 50%

## HSH210 – SOCIAL DIVERSITY AND HEALTH

*Offered at: (B, CBD)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Pallotta-Chiarolli (B)*  
*Contact hours: 3 hours (1 x 1 hour lecture, 1 x 2 hour tutorial) per week*

*Note: (i) Online teaching methods require internet access. Please refer to the most current computer specifications.*  
*(ii) From 2012 this unit will be offered in Trimester 1.*

### CONTENT

This unit focuses on the health concerns and experiences of adolescents and young adults positioned within various sociocultural categories such as indigeneity, ethnicity, gender, sexuality and disability. Theories of difference within and between social categories will be considered in order to understand individual health and wellbeing, the role of schools and health/community organisations, and the implications for health promotion.

### ASSESSMENT

Two assignments (2000 words each) 50% each

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## HSH212 – PROFESSIONAL PRACTICE 2

*Offered at: (B, CBD, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: F McKay (B)*  
*Prerequisite: HSH208 (Note: HSH201 may be approved as an alternative prerequisite for students who commenced their degree prior to 2009)*  
*Contact hours: A blend of lectures, tutorials and practicals delivered across three core modules equivalent to 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit assists students to develop a range of health promotion professional practice skills necessary for effective health promotion action on the range of determinants of health. The unit consists of three modules. Module 1 covers community action and development; module 2 covers capacity building, skills and strategies, and module 3 addresses the skills

and actions necessary to create health settings and supportive environments.

### ASSESSMENT

Three part assignment portfolio covering all three modules, including a presentation 20%; reflective journal 30%; funding grant application 50%

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## HSH214 – SERVICE DESIGN AND DELIVERY

*Offered at: (B, S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Neale (S)*  
*Prerequisite: HSH114*  
*Incompatible with: HDS306*  
*Contact hours: Average of 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds upon previously introduced material in HSH114: Introduction to Human Services, and addresses key operational issues for human services (health/welfare). The unit will cover contemporary organisation theory and provide an overview of the existing and emerging human services systems within Australia. This unit will also develop students' understanding of economic appraisal and explain the strengths, weaknesses and role of economic appraisal as an aid to health service design. In addition, policies and legislation that underpin the system, and economic and management practices relevant to service design and delivery are explored.

### ASSESSMENT

Written assignment 1 (1500 words) 40%, written assignment 2 (2000 words) 50%, reflective journal (500 words) 10%.

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## HSH216 – EPIDEMIOLOGY AND BIostatISTICS 2

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Graham (B)*

*Prerequisite: HSH205*

*Contact hours: 1 x 1 hour lecture and 1 x 2 hour computer practical per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The purpose of this unit is to introduce students to the basic principles of biostatistics used in public health and health promotion practice. It builds on HSH205 Epidemiology and Biostatistics 1. The main topics covered include understanding, application and interpretation of fundamental biostatistical concepts. Students will also participate in computer practicals to develop their skills and knowledge as well as learn to use statistical software programs to conduct biostatistical analysis of data.

### ASSESSMENT

Assignment 1 50%, assignment 2 50%

### PRESCRIBED TEXTS

Argyrous, G (2011) *Statistics for research: With a guide to SPSS*, 3rd edition. Sage Publications.

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## SHH218 – PLANNING AND EVALUATION 2

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: N Hakman (B)*

*Prerequisite: HSH201*

*Incompatible with: HSH307*

*Contact hours: Average of 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to introduce students to the history of health care evaluation in Australia, the development of different approaches to program evaluation, definitions of evaluation, the variety of approaches to health program evaluation, quantitative and qualitative methods and analysis, and the ethics of evaluations.

### ASSESSMENT

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

## SHH302 – POLITICS, POLICY AND HEALTH

*Offered at: (B, G, W, X, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: T Capetola (B)*

*Prerequisite: HBS107 or HSH111 and one level 2 HSH coded unit*

*Contact hours: 3 hour seminar*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit assists students to analyse and appraise all aspects of Australian health policies and processes, and the policy context for health promotion and human services in Australia. The unit investigates different forms of health policy and the political process as it relates to policy making. It explores the impact of ideologies, politics and other major forces on policy making and the skills necessary for the community and groups to develop policy and advocate change. It identifies the major mechanisms for implementing and evaluating health policy. Students will develop skills in describing, investigating, analysing and assessing health policy debate relating to a range of health issues and population groups.

### ASSESSMENT

Policy essay (2000 words) 50%, presentation and report (equivalent to 2000 words) 50%

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## SHH303 – PUBLIC HEALTH AND HEALTH PROMOTION PRACTICUM

*Offered at: (B, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Students must be enrolled in H313, D381, or D388*

*Unit chair: R Patrick (B)*

*Prerequisite: HSH201*

*Contact hours: 2 x 3 hour workshops (conducted prior to the commencement of trimester), 1 x 3 hour workshop (week 11); fieldwork x 100 hours (across weeks 1-12 of trimester)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is a core health promotion unit that aims to provide students with an in-depth, working understanding of health promotion principles and approaches in the field. Students are required to undertake a minimum of 100 hours of work experience in a health-related agency. In addition to developing a practical understanding of health promotion, this experience will help students further develop the professional and personal skills required to work in a public health and health promotion role. The practicum component follows two workshop sessions covering: the expectations of the unit, and overview of project management; and an introduction to workplace organisation and context.

**ASSESSMENT**

Practicum proposal (1500 words) 20%, practicum workbook 25%, project report (2000 words) 35%, supervisor's report 20%

**HSH306 – PEOPLE, HEALTH AND PLACE**

Offered at: (B, CBD)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: F Andrews (B)

Prerequisite: HBS107 or completion of at least two level 1 Health Promotion units

Contact hours: 3 hours (1 x 1 hour lecture, 1 x 2 hour tutorial/workshop) per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will explore the way in which a range of aspects of our physical and social environment affect our health. These will include biophysical environment (access to nature, the effects of pollution), housing (the factors which influence individuals' access to and choice of housing), work and workplaces (strategies aimed at identifying, assessing, and controlling workplace hazards, in particular psychosocial and organisation stressors), and communities (for example urban and rural communities and the ways they can influence health). This unit will also explore how the physical and social environment affects the health and wellbeing of specific groups in society including indigenous Australians, those living with a disability and older people.

**ASSESSMENT**

Essay (1500 words) 30%, group presentation and summary handout (500 words) 20%, examination (2 hours) 50%

**HSH312 – PROFESSIONAL PRACTICE IN HUMAN SERVICES**

Offered at: (B, S, X)

Credit point(s): 1

Offerings: Trimester 1 or Trimester 2

EFTSL value: 0.125

Cohort rule: Available to students enrolled in H300

Bachelor of Health Sciences or D391 Bachelor of Health Sciences/Bachelor of Arts only

Unit chair: R Patrick (B)

Prerequisite: HDS101, HSH114, HSW235, HSH214, plus HSH302 which is also a corequisite.

Corequisite: HSH302

Incompatible with: HSH303

Contact hours: 2 x 2 hour workshops (conducted prior to the commencement of trimester) 1 x 2 hour workshop (week 11); fieldwork x 100 hours (across weeks 1-12 of trimester)

*Note: Police checks and a Working with Children Check (WWCC) are a mandatory requirement for human services (health/welfare).*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit builds on previous units undertaken as part of the Human Services major (HDS101, HSH114, HSH214, HSW235, HSH302). The unit provides students with an opportunity to gain practical experience of human services (health/welfare), and apply the various theories and strategies learnt in the course. Students will further develop their skills by undertaking a placement at an organisation providing human services (health/welfare). The workshops will: a) provide general background information on the expectations of the unit, b) complete the student selection process, and c) clarify the expectations of the human services organisation, the student and the university. Students will complete 100 hours of work experience within an appropriate organisation in Victoria (eg. government department, non-government organisation, health service, welfare agency, community group). Students will then be required to attend a further workshop in week 11 to reflect on and discuss their practicum experience. They will also have the opportunity to consider the implications for their career development and employment in the human services field (health/welfare).

Students need to be in regular contact with the HSH312 Unit Chair during the preceding Trimester to enable planning of their student placement.

#### ASSESSMENT

Practicum agreement (300 words) 15%; practicum proposal (1200 words) 30% oral presentation 15%; practicum report (with WorkBook in Appendix) (1500 words report only) 40%, field supervisor's report (pass/fail)

## HSH313 – CONTEMPORARY HEALTH ISSUES

*Offered at:* (B, G, W, X, CBD)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Previously coded as:* HSH203

*Unit chair:* M Pallotta-Chiarolli (B)

*Prerequisite:* HBS107

*Contact hours:* 3 hours (1 x 1 hour lecture, 1 x 2 hour workshop) per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit explores contemporary health and social issues using a media case study approach. This will include gaining a comprehensive understanding of the role of the media, popular culture and interest groups in addressing a range of health issues. Case studies will be chosen from areas such as mental health, sexuality, gender, drug use, homelessness, disability, youth suicide, family violence, genetic engineering, indigenous health, refugee health, war and terrorism, and environmentalism.

#### ASSESSMENT

Weekly journal/media mapping (2000 words) 50%, critical essay (2000 words) 50%

## HSH319 – POPULATION HEALTH: A RESEARCH PERSPECTIVE

*Offered at:* (B, CBD)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* M Graham (B)

*Prerequisite:* HSH205

*Incompatible with:* HSH204

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit focuses on the common research methods used in population health reinforcing and building upon what students have gained from previous units such as HBS108 Health Information and Data and HSH205 Epidemiology and Biostatistics 1. The aim of this unit is to introduce students to the principles and practices of research in public health and health promotion with a focus on current population health issues using qualitative, quantitative and mixed methods approaches. The unit is designed to equip students with the basic knowledge and skills required to conduct research which addresses population health questions including the development and expression of research aims, questions and hypotheses; the application of appropriate research methods specific to research questions; and the different ways of collecting data in various research settings. Students will learn and apply practical skills in the conduct of population health research in areas such as sampling; the design and conduct of qualitative studies including questionnaire design and piloting; and conducting qualitative studies including interview and focus group discussions, transcription and analysis of qualitative data.

#### ASSESSMENT

Assignment 1 (2000 word equivalent) 50%; assignment 2 (2000 word equivalent) 50%

## HSH360 – INTERNATIONAL PERSPECTIVES IN HEALTH AND SOCIAL DEVELOPMENT

*Offered at:* (X-OS)  
*Credit point(s):* 1  
*Offerings:* Trimester 3

*EFTSL value:* 0.125

*Cohort rule:* Must be enrolled in courses offered by the School of Health and Social Development – H300, H313 or H330.

*Unit chair:* E Hoban (B)

*Incompatible with:* HSH760

*Contact hours:* 2 x 3 hour seminars, 1 x 1 full day workshop, study tour of approximately two weeks

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit provides second and third year students with the opportunity to learn about the context of promoting and supporting health from an international perspective. The unit will be conducted in the form of a study tour of another country and is designed to provide students with the opportunity to enhance their understanding of cross-cultural health and society. The study tour will consist of a range of activities designed to link students with policy makers, health care workers, educators, and health agencies in the host country, and to reflect on their own values and approaches in relation to health and social development.

**ASSESSMENT**

Pre-departure group presentation (30 minutes) 20%, reflective practice paper (1200 words) 30%, briefing paper in pairs (2500 words per pair) 50%

*EFTSL value: 0.500*

*Unit chair: L Barnett (B)*

*Incompatible with: HSE402*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The range of topics is diverse. Students will be required to select a topic in which they have undertaken prior (third-year) study, and to undertake original research on the topic with the guidance of a supervisor.

**ASSESSMENT**

Thesis (12 000 words) 90%, final oral presentation 10%. The final submission will be assessed by two examiners.

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## HSH401 – DEVELOPING RESEARCH SKILLS

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: L Barnett (B)*

*Incompatible with: HSE401*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This honours unit will complement the work of research supervisors by teaching and developing selected skills which are important in research and advantageous in careers other than research. Topics to be addressed include effective written and verbal communication skills, the presentation and defence of a research proposal, the preparation of a written research proposal, and the writing of a literature review.

**ASSESSMENT**

Research proposal (2000 words) 25%, literature review (6000 words) 75%

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## HSH402 – HONOURS RESEARCH PROJECT

*Offered at: (B)*

*Credit point(s): 4*

*Offerings: Trimester 2*

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## HSH701 – PRINCIPLES AND PRACTICE OF PUBLIC HEALTH

*Offered at: (B, CBD, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 – CBD only, Trimester 2 – B, X only*

*EFTSL value: 0.125*

*Unit chair: B Marshall (B)*

*Contact hours: 2 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Through this unit, students are provided with an integrated overview of the ways in which different theories and disciplinary perspectives have informed public health principles and practices both in the past and present. The unit provides the foundations for a contextual understanding of the specific methods of public health research, policy development and program planning and implementation. Principles and Practice of Public Health is a 'glue' unit for the study of public health, drawing linkages between areas that may at first sight appear quite disparate. This unit aims to provide students with an overview of public health as an organised global and local effort to promote and protect the health of the public. Links are drawn between the past and present to provide the foundations for a contextual understanding of the specific methods of public health practice and policy development. Students are encouraged to position themselves within public health debates.

This unit will cover: historical foundations of public health; determinants of the health and illness of populations; health data and health surveillance; health protection: communicable disease control and

environmental health; health promotion; evidence based practice in public health; ethics, human rights and public health; health of Indigenous Australians; global issues in public health; and international health.

#### ASSESSMENT

Tutorial paper (1500 words) 25%, group presentation 15%, major paper (3000 words) 60%

## HSH702 – CONTEMPORARY HEALTH ISSUES AND POLICIES

*Offered at: (B, CBD, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Moore (B)*  
*Contact hours: 3 hours (1 x 3 hour workshop) per week (9 workshops)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores health from a social view and in doing so examines the link between policy and health. The unit is designed to provide insight to contemporary notions of health and highlight how health and wellbeing of individuals, communities and society can be impacted by social factors. Students explore policy development and procedures in an Australian context. Policy analysis skills are introduced to allow students to critically examine policies that promote health. Topics to be addressed in this unit include: contemporary health from a social determinants perspective; the policy process; theory and policy; healthy public policy; and policy analysis.

#### ASSESSMENT

Health issues paper (2000 words) 40%, reflective practice exercise (equivalent to 1000 words) 20%, policy analysis essay (2000 words) 40%

## HSH703 – HEALTH PROMOTION

*Offered at: (B, CBD, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 – B, CBD, X, Trimester 2 – CBD only*

*EFTSL value: 0.125*  
*Unit chair: S McIver (B)*

*Contact hours: 8 x 3 hour seminars per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide an understanding of health promotion concepts and approaches as they relate to contemporary health issues in Australia and internationally. The unit is designed to assist students to: appreciate the key developments in Australia and internationally that have contributed to current understandings of health, its determinants and health promotion practice; examine the range of theoretical and practical health promotion intervention frameworks; become familiar with the information and skills required for the development of evidence-based health promotion programs; and describe and form opinions on dilemmas and difficulties in health promotion practice.

#### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

## HSH704 – HEALTH COMMUNICATION

*Offered at: (B, CBD, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 – B, CBD, X, Trimester 2 – CBD only*

*EFTSL value: 0.125*  
*Unit chair: L Sheehan (B)*  
*Contact hours: 2 x 2 day intensives.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Topics include:

- Communication and behaviour change concepts, models and theories
- The media and health
- Health advocacy
- Working with the media
- Social marketing
- Health education and empowerment
- The role of communication in partnerships for health
- Cross-cultural communication
- Engaging communities
- The role of communication in capacity building and change management

- Health online

### ASSESSMENT

Assignment 1 (2500 words) 50%, assignment 2 (2500 words) 50%

## HSH705 – NEEDS ASSESSMENT AND HEALTH PROGRAM PLANNING

*Offered at: (B, CBD, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Babatsikos (B)  
Prerequisite: HSH703*

*Contact hours: On campus: 5 day workshop; off campus: weekly online classes throughout the trimester using eLive*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics include: overview of program planning and development (including approaches, models and frameworks), needs assessment, vision and goal setting, developing objectives, program design principles, determining content and strategies for programs, best practices, evaluation design (including process, impact and outcome), budgeting, sustainability, approaches to the management of programs, and an overview of some current debates regarding program planning and government policy and resource issues.

### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

## HSH706 – SOCIAL EPIDEMIOLOGY

*Offering information: This unit is not offered in 2012.*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Shelley (B)  
Contact hours: 6 x all day workshops*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Social epidemiology applies the disciplinary approach of epidemiology to examining and understanding the contributions of social factors and processes to patterns of health and illness in populations. This unit will introduce students to the theory and methods of social epidemiology, as well as to some of the leading research and current debates in this developing field. The relationship between health status and factors such as social position, income and income distribution, and social capital will be considered, as will the relationship between social gradients and health inequalities.

### ASSESSMENT

Five online short topic tests 50%, essay (2500 words) 50%

## HSH707 – SOCIAL AND CULTURAL INFLUENCES ON POPULATION HEALTH

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Offering information: (This unit is offered in alternate years, offered 2012, 2014)  
Unit chair: E Hoban (B)  
Contact hours: 3 hours per week for 9 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit draws upon the theory and methods of population health, gender and diversity studies to examine health inequalities and related outcomes. A key focus is on understanding the underlying social determinants of health inequalities in culturally diverse populations. An international perspective on health with a human rights focus is also explored. A key aim is to enable students to develop a sound knowledge of the complexities of gender, diversity and health inequalities along with understanding the policies and strategies that are effective in closing the inequality gap.

### ASSESSMENT

Essay (2000 words) 40%, final essay (3000 words) 60%



## HSH709 – HEALTH AND SOCIAL IMPACT ASSESSMENT

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Townsend (B)*

*Contact hours: Over the weekends of 15/16 September and 22/23 September*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit allows students to gain an understanding of the history, contexts, processes and outcomes of health and social impact assessment. It will develop skills which will enable students to understand the application of either SIA or HIA. Links between health/ environmental/ social impact assessment and policy assessment will be explored with particular reference to their relevance for individual and community wellbeing. Case studies undertaken in Australia and overseas will be used to illustrate the theories and students will have the opportunity to review and evaluate impact assessment projects relating to health and social impacts of developments within policy frameworks or within a community setting.

### ASSESSMENT

Group presentation 20%, individual assignment (1500 words) 30%, essay (2500 words) 50%

## HSH715 – QUALITATIVE HEALTH RESEARCH

*Offering information: Not offered 2012 – next offered 2013.*

*Offered at: (B, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Offering information: (This unit is offered in alternate, odd years. Offered 2013, 2015)*

*Unit chair: L Hanna (B)*

*Contact hours: 1 x 1 hour lecture (weekly) and 1 x 2 hour tutorial (fortnightly) or workshop in block mode*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to introduce students to the nature and politics of qualitative research. Students will explore the types of research questions that can be answered using qualitative methods. Examples of qualitative health research questions include the meaning of experience (such as having diabetes, being from an ethnic or cultural minority, or exercising), how our experiences (such as breast feeding being socially isolated or running a health program) are shaped by culture, norms and institutions, and how social processes (such as quitting smoking or becoming empowered) occur within social contexts. Students will develop skills in identifying researchable questions from theories, their practices and observations; designing, planning and conducting qualitative health research and qualitative data analysis techniques. This unit is recommended for students considering conducting, evaluating or designing health research in a higher degree or workplace setting.

### ASSESSMENT

Research proposal (2000 words) 40%, exercise in coding and analysing a data set (1000 words) 20%, theoretical analysis (2000 words) 40%

## HSH717 – HEALTH ECONOMICS 1

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Mihalopoulos (B)*

*Contact hours: 2 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to the discipline of health economics and assumes no prior knowledge. The unit will cover the following topics, with a particular focus on current policy developments (such as the recent National Health and Hospitals Reform Commission).

i) Dimensions of Health Economics: The scope of health economics; why is health economics relevant; objectives in health care – choice between different values; basic concepts and definitions.

ii) Microeconomic Tools for Health Economics: Concepts behind the demand curve; concepts behind the supply curve; markets and economic rationalism, market failure, the role of government and preventing government failure.

iii) The Australian Health Care System from an Economic Perspective: Structure and funding; role of providers, consumers and funders; viewpoints on the Australian health care system; international comparisons.

iv) Health Economics and Public Policy: Health expenditure control; health insurance; reforming Medicare – from tinkering to managed competition; efficiency in hospitals; efficiency in general practice; efficiency in public health.

#### ASSESSMENT

Minor essay (1500 words) 20%, major essay (3000 words) 50%, tutorial exercises 30%

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## SHH719 – ECONOMIC EVALUATION 1

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* L Gold (B)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications

#### CONTENT

This unit introduces students to economic evaluation and assumes no prior knowledge (although the study of Health Economics 1 would be advantageous). The unit will explore the basic concepts, methods and applications of economic evaluation in the health sector (and public health in particular). The unit will cover the following topics: an introduction to economic evaluation (what it is; what it isn't; types of economic evaluation; how it differs from other forms of evaluation; steps in conducting an economic study; strengths and limitations of economic evaluation; an introduction to study design, critical appraisal of economic evaluation (with simple case study); measurement of costs (with case study); measurement of outcomes (with case studies in cost effectiveness analysis [CEA]; cost-utility analysis [CUA]; and cost-benefit analysis [CBA]; introduction to economic modelling and issues around evidence; and decision rules in economic evaluation and impact on policy and decision-making.

#### ASSESSMENT

Minor essay (1500 words) 20%, major essay (3000 words) 50%, tutorial exercises 30%

## SHH724 – LOCAL ACTION FOR HEALTHY CITIES AND COMMUNITIES

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* E de Leeuw (G)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit will investigate cities from an ecological public health perspective. The unit is concerned with parallel histories of the health of people and their urban environments. The unit will provide students with an understanding of the changing views about people, ecology, politics, cities and health, in different times and places. Topics to be addressed include environments and health, social ecology of cities, urban transformation – impact of globalisation on urban design and community life, participation and empowerment, local expressions of grassroots advocacy around health and wellbeing, WHO Healthy Cities and Urban Governance, government policies and programs impacting on cities and municipalities and monitoring and evaluation – social indicators.

#### ASSESSMENT

An (online; wiki) individual reflection on a city/town of the student's choice (2000 words) 40%, An (online; wiki) scholarly group assignment on Healthy City principles and practices (equivalent to 3000 words) 60%

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## SHH725 – RESEARCH FOR HEALTH PRACTICE

*Offered at:* (B, CBD, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* M Dunn (S)  
*Incompatible with:* HBS400/401, HBS701

*Contact hours:* Six intensive sessions, across the trimester, including online teaching methods.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit has been designed specifically for students enrolled in H615 Graduate Diploma of Health Promotion, H703 Master of Social Work, H749 Master of Health Promotion, H746 Master of Health and Human Services Management and H747 Master of Public Health. The focus is on the development of skills in critical thinking and research methods in public health practice.

The unit consists of 4 sections, as follows:

1. Research for health practice: evidence based practice and critical appraisal
2. Quantitative research: principles, techniques and critique
3. Qualitative research: principles, techniques and critique
4. Ethical principles and alternative research designs

**ASSESSMENT**

Assignment 1: evidence based practice for health practitioners (1200 – 1400 words) 30%, assignment 2: critical appraisal A (1800 words) 35%, assignment 3: critical appraisal B (1800 words) 35%.

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## HSH728 – HEALTH EQUITY AND HUMAN RIGHTS

*Offered at: (B, X, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Taket (B)*

*Corequisite: HSH701 or HSH703 or HSW701. Corequisite units can also be studied prior to taking this unit.*

*Contact hours: 6 x all day workshops*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to develop understandings about health equity and human rights as a coherent frame of action to tackle inequities and to improve health and wellbeing, and to develop a working knowledge of practical approaches for public health and health system actions to address health inequities and rights violations, and to promote social justice. Topics to be addressed in this unit include: health equity debates; conventions and legal frameworks for human rights; strategies of public health, primary health care and health promotion to promote equity and rights, and specific issues such as diversity and difference, mental health and human rights, children's rights and health equity, asylum and refugee health, and HIV/AIDS.

**ASSESSMENT**

Written assignment 1 (2000 words) 30%; presentation (10%), written assignment 2 (3000 words) 60%

**PRESCRIBED TEXTS**

Taket, A (2012) *Health Equity, Social Justice and Human Rights*. Abingdon: Routledge

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## HSH731 – MINOR PROJECT A

*Offered at: (B, CBD, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Stockdale (B)*

*Prerequisite: H747 students: HSH744 and HSH746.*

*H747 pre-2011 students: HSH725.*

*H749 students: HSH725.*

*Note: The minor project is worth two credit points comprised HSH731 and HSH732. These may be undertaken:*

- (a) *concurrently by students wishing to complete the minor project in one trimester (students enrol in both HSH731 and HSH732 in the same trimester); or*
- (b) *sequentially enrol in HSH731 in one trimester followed by HSH732 in the next trimester.*

**CONTENT**

This unit enables students to improve their knowledge and skills in research planning, data analysis, and presentation of findings relative to public health. Students are required to conduct an in-depth study of an area that is linked to their current studies in the Master of Health Promotion, Master of Public Health, Postgraduate Planning or that is relevant to their professional activities and experience.

Students can choose one of the following four options:

1. An expansive and critical analysis of the literature in an area of particular interest and importance in health promotion or public health that culminates in recommendations for health promotion or public health policy, research, education or practice.
2. Developing a protocol and analysing existing data (ie public accessible health-related data that has been collected by and is accessible from a health-related organisation).
3. Developing a design for a research or evaluation study in an area of health promotion. The protocol includes a brief literature review, study design and methods, and completed relevant ethics applications.

4. An applied project that is undertaken in partnership with an external agency. Students must have a WAM of 70 or more to be eligible for this option.

#### ASSESSMENT

Interim report 10% (~500 words), oral presentation (15 minutes) 15%, written report (~8000-10 000 words) 75%

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*The major project is worth four credit points comprising HSH733 and HSH734. These are undertaken sequentially by undertaking the major project over two trimesters (students enrol in HSH733 in one trimester followed by HSH734 in the next trimester).*

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## HSH732 – MINOR PROJECT B

*Offered at: (B, CBD, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Stockdale (B)*

*Prerequisite: H747 students : HSH744 and HSH746 and/or corequisite HSH731*

*H747 pre-2011: HSH725 and/or corequisite HSH731*

*H749 students: HSH725 and/or corequisite HSH731*

*Note: The minor project is worth two credit points comprised HSH731 and HSH732.*

*If you wish to enrol HSH731 and HSH732 concurrently, then HSH731 is a corequisite to HSH732.*

*If you wish to enrol in HSH731 and HSH732 over 2 trimesters, then HSH731 will be a pre-requisite for HSH732 as you need to complete HSH731 first before enrolling into HSH732*

#### CONTENT

Refer to HSH731 for details

#### ASSESSMENT

Refer to HSH731 for details

#### CONTENT

The aim of this unit is to enable students to develop research skills and knowledge in developing, designing and conducting a small research study relative to health promotion or public health. Specific objectives are to: learn how to identify a research topic; develop skills in information retrieval and the critical analysis of published material; develop a research protocol that involves the collection, analysis and interpretation of data; produce a written report that demonstrates evidence of research ability and written communication skills; present the findings to faculty and fellow students (using PowerPoint).

#### ASSESSMENT

Interim report 10% (~500 words), oral presentation (15 minutes) 15%, written report (~10 000-12 000 words) 75%

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## HSH734 – MAJOR PROJECT B

*Offered at: B, CBD, X*

*Offerings: Trimester 1, Trimester 2 or Trimester 3 (2011-2012)*

*EFTSL value: 0.250*

*Unit chair: R Stockdale (B)*

*Prerequisite: H747 students: HSH733, HSH744 and HSH746*

*H747 pre-2011 students: HSH725 and HSH733*

*H749 students: HSH725 and HSH733*

*Students must have a WAM of 70 or over to be eligible to undertake the HSH733/734.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Refer to HSH733 for details

#### ASSESSMENT

Refer to HSH733 for details

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## HSH733 – MAJOR PROJECT A

*Offered at: (B, CBD, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, Trimester 2 or Trimester 3 (2011-2012)*

*EFTSL value: 0.250*

*Previously coded as: HHH709, HSH723*

*Unit chair: R Stockdale (B)*

*Prerequisite: H747 students: HSH744 and HSH746.*

*H747 pre-2011 students: HSH725.*

*H749 students: HSH725.*

*Students must have a WAM of 70 or over to be eligible to undertake the HSH733/734.*

## HSH736 – COMMUNITY CONSULTATION AND PARTICIPATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 2012*  
*Not offered Trimester 3 2013*  
*Next offered Trimester 3 2014*

*EFTSL value: 0.125*  
*Offering information: (This unit is offered in alternate, even years. Offered T3 2012-2013)*  
*Unit chair: M Townsend (B)*  
*Contact hours: 2 x 2 day seminars*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit allows students to gain an understanding of the theory, history, contexts, process and outcomes of community consultation and participation. Community consultation and participation will be explored in relation to the health, environment, architecture and urban planning sectors. The unit will focus on developing skills in designing and implementing community consultation programs, and facilitating community participation in policy- and decision-making. On completion of the unit students should be able to: explore contexts for consultation with and participation by individuals, households, organisations and communities; understand the process of development of participation and consultation policies and practices affecting individuals, households, organisations and communities; identify the opportunities for individuals, households, organisations and communities to influence policies and decisions affecting their lives; review and evaluate examples of community consultation and participation; develop skills in community consultation; and understand the strategies available to maximise the participation by individuals, households organisations and communities in policy- and decision-making, and develop the skills to utilise these strategies.

### ASSESSMENT

Discussion paper (2000 words) 40%, strategic plan (3000 words) 60%

## HSH739 – INTERNATIONAL PERSPECTIVES ON HEALTH POLICY AND PLANNING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Not offered Trimester 3 2012*  
*Next offered Trimester 3 2013*

*EFTSL value: 0.125*  
*Offering information: (This unit is offered in alternate, odd years. Offered Trimester 3 2011-2012, 2013-2014)*  
*Unit chair: E Hoban (B)*  
*Contact hours: 2 x 2 day seminars (2 weekends: 26-27 November and 3-4 December 2011)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on differences between cultures, nation states, government environments, regions and sectors in their considerations of planning and policy development and implementation for health. We will take a broad, ecological and global perspective. This means we will explore the worldwide context for health and endeavour to extrapolate this context to local circumstances. Health perspectives and developments in different cultures and countries will be presented, and students will engage actively in sharing insights about local and international health systems. This will include a critical perspective on the political economies and social determinants of health. From establishing a common theoretical and conceptual foundation for our deliberations the unit will evolve into a project driven environment in which students will actively contribute to furthering global public health. The unit endeavours to familiarise students with the applicability of political theory to international, transnational and global health issues.

### ASSESSMENT

Assessment 1: Analysis of two journal articles and then summarise the main messages in an abstract of no more than 300 words 10%; Assessment 2: Group Assessment Task – Policy Issue Background Paper delivered as a Powerpoint presentation 40%; Assessment 3: Policy brief (3000 words) 50%

## HSH740 – PEOPLE, HEALTH AND PLANNING

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Not offered Trimester 3 2012*

*next offered Trimester 3 2013*

*Offering information: (This unit is offered in alternate, odd years. Offered Trimester 3 2011-2012, 2013-2014)*

*Unit chair: M Townsend (B)*

*Contact hours: 2 x 2 all day seminars*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the interrelationships between the biophysical environment, environmental and urban planning legislation, policy and planning systems, and wellbeing. It will explore the way in which a range of aspects of our physical and social environment affect our health, and examine the planning and policy implications of this. On completion of the unit students should be able to: understand the links between people, health and place and the connection to planning, identify and apply public health evidence to planning issues, critique planning policy from a public health perspective, critique public health policy from a planning perspective and present a persuasive argument for integrating public health and planning policy/activity.

### ASSESSMENT

Discussion paper (2000 words) 40%, strategic plan (3000 words) 60%

## HSH742 – POLICY PROCESSES IN ABORIGINAL HEALTH

*Offering information: Unit not offered 2013*

*Offered at: (X-CBD)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Jessen (G)*

*Note: This unit is only available to students enrolled in H747 Master of Public Health through the Institute of Koorie Education.*

### CONTENT

This unit focuses on key issues in Indigenous public health, reviews processes of policy formation to address these issues and subsequent implications

for the practice of a competent and effective health practitioner or policy maker working in the field. Through case studies, it examines: policy-making and funding structures at macro, meso and micro operational levels; the comparative demographic and health status evidence base informing policy goals and funding allocations; federal and state jurisdictions; barriers to policy implementation; and the Aboriginal health practice implications. It investigates models of Indigenous primary health care, the broader health and Indigenous affairs policy context, the relevance of history, and the key discourses framing approaches to Indigenous health disadvantage and their underlying assumptions. The course explores governance, partnerships, participation and associated concepts of community control, self-determination and implications for effective health policy.

### ASSESSMENT

Case study (15 minute presentation with accompanying Powerpoint notes and a 1000 word briefing paper) 40%, policy analysis paper in a key area of Aboriginal health (3000 words) 60%

## HSH744 – EPIDEMIOLOGY 1

*Offered at: (B, CBD)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: C Stevenson (B)*

*Contact hours: equivalent 2 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to enable public health practitioners to use quantitative research as a fundamental input to their practice. It focuses on building students' abilities to interpret and critically evaluate relevant epidemiological research literature including reports, research articles and systematic reviews. The unit aims to enable students to understand the main uses of epidemiology in public health explore basic epidemiological study designs, tools and methods, interpret basic study findings in the epidemiological literature; and apply key issues in critically appraising health research literature.

### ASSESSMENT

Assignment 1 (equivalent 1000 words) 20%, assignment 2 (equivalent 1500 words) 30%, and the final examination (2 hours) 50%.

**PRESCRIBED TEXTS**

Webb, P & Bain, C 2011, Essential epidemiology: an introduction for students and health professionals, Cambridge University Press.

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## HSH745 – HEALTH PROGRAM EVALUATION

*Offered at: (B, CBD, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: F McKay (B)  
Contact hours: 1 x 2 hour seminar (weekly)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on evaluation theory, frameworks, designs, approaches, and practical data collection and analysis methods applicable to the evaluation of health programs. The unit also incorporates the communication skills required to successfully engage, negotiate, inform and report to various stakeholders as required through the lifecycle of an evaluation study. Students will be guided to make appropriate evaluation choices suited to a range of scenarios. Students will have the opportunity to apply their new evaluation knowledge and skills in a series of hands-on exercises based on real world case studies from local and global contexts.

**ASSESSMENT**

Written assignment 1 (1000 words) 20%, written assignment 2 (1500 words) 30%, written assignment 3 (2500 words) 50%

**CONTENT**

In this introductory unit on biostatistics, students will explore the philosophical basis of statistical thought, examine fundamental statistical concepts and methods and explore their application in a variety of health settings. The delivery of the Unit is designed to facilitate the syntheses of the basic components of learning through practical exercises, statistical computing labs and the critical appraisal of the biostatistical aspects of public health publications. The main topic areas covered will include: descriptive statistics, hypothesis testing, confidence intervals, comparison of means, non-parametric methods, inference on proportions, contingency tables, correlation and basic regression concepts.

**ASSESSMENT**

Assignment 1 (data manipulation) (equivalent to 1000 words) 20%, assignment 2 (data analysis) (equivalent to 1500 words) 30%, examination (2 hours) 50%.

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## HSH748 – INDIGENOUS HEALTH MANAGEMENT AND LEADERSHIP

*Offered at: X-CBD  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Jessen (G)  
Contact hours: Block mode – 4 contact days*

*Note: This unit is only available to students enrolled in H747 Master of Public Health through the Institute of Koorie Education*

**CONTENT**

This unit aims to provide students with specific knowledge for leading effective organisational and programmatic responses towards 'Closing the Gap' in indigenous health.

**ASSESSMENT**

Case study – oral presentation (15 minutes) with accompanying PowerPoint notes and briefing paper (500 words) 40%, essay (3500 words) 50%

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## HSH746 – BIOSTATISTICS 1

*Offered at: (B, CBD)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: C Stevenson (B)  
Contact hours: equivalent 2 hours per week*

## HSH760 – INTERNATIONAL PERSPECTIVES IN HEALTH AND SOCIAL DEVELOPMENT

*Offered at: (X-OS)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 (2012-2013)*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in courses offered by the School of Health and Social Development – H615, H703, H746, H747, H749*  
*Unit chair: E Hoban (B)*  
*Incompatible with: HSH360*  
*Contact hours: 2 x 3 hour seminars, 1 x 1 full day workshop, study tour of approximately two weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the opportunity to learn about the context of promoting and supporting health from an international perspective. The unit will be conducted in the form of a study tour of another country and is designed to provide students with the opportunity to enhance their understanding of cross-cultural health and society. The study tour will consist of a range of activities designed to link students with policy makers, health care workers, educators, and health agencies in the host country, and to reflect on their own values and approaches in relation to health and social development.

### ASSESSMENT

Pre-departure group presentation (30 minutes) 20%, reflective practice paper (1500 words) 30%, briefing paper in pairs (3000 words per pair) 50%

## HSN010 – FOOD AND NUTRITION LABORATORY SAFETY

*Offered at: (Online)*  
*Credit point(s): 0*  
*Offerings: Trimester 1, Trimester 2, Trimester 3*

*EFTSL value: 0.000*  
*Unit chair: P Parker (B)*  
*Corequisite: Must be enrolled in HSN104, HSN106, HSN203, HSN204, HSN205, HSN206, HSN212, HSN304, HSN305, HSN306, HSN313, HSN315, HSN320, HSN744*  
*Contact hours: One compulsory one hour safety training session undertaken online. This unit will run in block mode in the two weeks prior to the commencement of Week one of each trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will give you a basic safety briefing to prepare you for your laboratory classes and fieldwork within the food and nutrition science field. Safety induction training is a legal requirement for workplaces in Australia. In addition, an awareness and understanding of safety issues and safe work practices will help you in your future employment.

### ASSESSMENT

Online safety training module (1 hour) 100%. Successful completion of case studies and questions is a hurdle requirement for passing this unit.

## HSN101 – FOOD: NUTRITION, CULTURE AND INNOVATION

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Cicerale (B)*  
*Contact hours: For Burwood and Geelong students: 1 x 2 hour lecture per week, 3 x 1 hour tutorials per trimester.*  
*For Warrnambool students: 1 x 2 hour lecture per week delivered electronically only, 3 x 1 hour tutorials per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with historical perspective of why we consume the foods we do today and how our scientific knowledge may influence foods we eat in the future. Students gain an understanding of interactions between: the physical environment, technologies developed to produce and harvest foods, scientific advances, nutrition, cultural influences, and the social-economic-political system. The topics include: food history, the global food supply, Australian food culture, food production, nutrients in food, food and malnutrition and linking science and gastronomy. Students also have an opportunity to align their interests and values to future career options.

### ASSESSMENT

Examination (2 hours) 50%, two multiple-choice online tests (5% each) 10%, written assignment (1500 words) 40%



## HSN103 – FOOD: THE ENVIRONMENT AND CONSUMERS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: G Liem (B)  
Incompatible with: HSN208, HSN713  
Contact hours: 1 x 2 hour lecture per week and 6 x 1.5 hour tutorial classes for the trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to food consumers and the influences on their food purchasing and consumption behaviours. There are two main themes: 1) Situational and psychological influences consumers' food behaviours. Specific topics covered will include: the roles of beliefs and attitudes, needs, wants and personal values, personality and individual differences, role of emotions; the senses, perceptions, habituation, taste preferences, satiety processes, social group and cultural influences. It will also cover nutrition communication and the role of the mass media and advertising; food labels and health claims, consumer confusion. Students will also assess interests and values and the implication of these for career choices and goal setting. 2) Global influences on behaviour. Specific topics covered will include marketing strategies; nature of global food market on behaviour; the supremacy of the supermarkets; responses of markets to consumer and health issues; promotion of functional, convenience and organic foods and the role of governing bodies in the food industry.

### ASSESSMENT

Essay (2000 words) 50%, examination (2 hours) 50%

## HSN104 – THE SCIENCE OF FOOD

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315, H343 and H300 and D391 students completing the Food Studies major sequence.  
Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: P Parker (B)

Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN203  
Contact hours: 1 x 2 hour lecture per week and 5 x 3 hour laboratory classes, 3 x 1 hour online tutorials for the trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit describes food constituent's context of whole foods and diets in terms of their chemical, physical and biological properties, occurrence, nutritional significance and reactivity during processing, risk from food pathogens and spoilage agents, food preservation methods and product development.

### ASSESSMENT

Examination (2 hours) 50%, and two written laboratory reports (1000 words each, 25% each) 50%. Completing the online tutorials is a hurdle requirement.

## HSN106 – FOOD FUNDAMENTALS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315. Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: S Gamlath (B)  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN205  
Contact hours: 12 x 2 hour lectures and 4 x 2 1/2 hour laboratories.  
Students are required to attend 75% of laboratory classes (hurdle requirement)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides students with a sound background to enable them to identify and undertake careers in food-related industries. Students will gain an understanding of food preparation and manufacturing processes applied to basic food commodities such as cereals, vegetables, fruit, pulses, milk, meat, fish, poultry, eggs, fats and oils, starch, sugars and beverages. Products arising from these processes have characteristic properties and quality attributes that will be examined

in some detail. Introduction to fermentation and biotechnology, food packaging and labelling will also be discussed.

### ASSESSMENT

Examination (2 hours) 50%, 2 online MCQ tests 20%. Individual contribution to team project (1000 words per student) 30%. Students are required to attend 75% of laboratory classes (hurdle requirement)

## HSN201 – PRINCIPLES OF NUTRITION

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: Trimester 1: A Walsh (B)*

*Trimester 3: A spence (B)*

*Prerequisite: HBS109*

*Incompatible with: HSN701*

*Contact hours: Burwood and Geelong students: 1 x 2 hour lecture per week.*

*Warrnambool students: 1 x 2 hour lecture per week delivered electronically only and 6 x 1 hour tutorials.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of human nutrient requirements and how these are met through the digestion, absorption and metabolism of food. Content covers the major macronutrients of carbohydrates, lipids and proteins; nutrient transport and storage; energy use by the human body, and control of energy balance. The importance of micronutrients in normal cell functioning; building bones; allowing enzymes, muscles and nerves to function and water balance and electrolyte regulation will be covered with attention paid to the health consequences of micronutrient deficiencies.

### ASSESSMENT

Examination (2 hours) 50%, weekly online multiple-choice questions 25%, one individual assignment (1200 words) 25%

## HSN202 – LIFESPAN NUTRITION

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Torres (B)*

*Prerequisite: HSN201*

*Incompatible with: HSN702*

*Contact hours: For Burwood and Geelong students: 1 x 2 hour lecture per week and 6 x 1 hour tutorials per trimester.*

*For Warrnambool students: 1 x 2 hour lecture per week delivered electronically and 6 x 1 hour face-to-face tutorials per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of recommended dietary intakes, with reference to different population groups. Through the lecture program and problem-based tutorial exercises, students will gain an understanding of the nutritional issues relevant to stages across the life span: pregnancy, lactation, foetal development, infancy, childhood and ageing. At the completion of the unit, students will be equipped with the skills and knowledge to devise practical and relevant solutions to nutrition problems and link this knowledge to workplace requirements.

### ASSESSMENT

Individual assignment (1500 words) 25%, four online multiple-choice and short answer tests 6.25% each, examination (2 hours) 50%

## HSN203 – FOOD COMPOSITION

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in H315.3 Bachelor of Food Science and Nutrition.*

*2012 last year of offer*

*Unit chair: A Yousif (B)*

*Prerequisite: SBC121 or SBC142 or SBC152 or SLE152*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010*

*Incompatible with: HSN104*

*Contact hours: Lectures will be delivered online 2 x 1 hour lectures per week and 5 x 3 hour laboratory classes for the trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit describes food constituents in terms of their occurrence, nutritional significance and reactivity during processing. It aims to develop a theoretical and practical understanding of the important chemical, physical and biological properties: carbohydrates (sugars, polyols, oligosaccharides, starch and non-starch polysaccharides), dietary fibre, proteins, lipids, water, minerals, vitamins, natural colours, flavours, food additives, contaminants, toxicants and food composition databases. Constituents are considered within the context of whole foods and diets.

### ASSESSMENT

Examination (2 hours) 50%, and two written laboratory reports (1000 words each, 25% each) 50%

of microorganisms in foods using knowledge of food processes and techniques; modified atmosphere packaging, quality control and microbiological Hazard Analysis Critical Control Points (HACCP) analysis; mode of action of food preservatives; food sanitation and hygiene processes and water quality analysis.

### ASSESSMENT

Oral presentation of literature review 20%, examination (2 hours) 50%, two laboratory reports (500 words each) including test 30%. Students are required to attend 80% of lectures/laboratories (hurdle requirement).

### PRESCRIBED TEXTS

Adams, M.R. and Moss, M.O. 2007, Food Microbiology 3rd edition, The Royal Society of Chemistry Publishers UK. ISBN 0-85404-611-9

## HSN204 – FOOD MICROBIOLOGY AND HACCP

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315 and H300 and D391 students completing the Food Studies major sequence.  
Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: S Smith (B)  
Prerequisite: SBB111 or SLE111 or SBC152 or SLE152 or HSN104 or HSN203  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Contact hours: 5 hours (1 x 2 hour lecture, 1 x 2 hour practical, 1 x 1 hour practical) per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of the diversity of food spoilage agents and food pathogens involved in food-borne disease, along with skills in microbiological analysis of food processes in industry. Topics covered include: microbial taxonomy; growth and kinetics of food pathogens and food spoilage microorganisms; control of microbial load including predictive microbiology, as standard test methods; instrumental methodology and rapid molecular methods of detection and identification

## HSN205 – FOOD FUNDAMENTALS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Must be enrolled in H315.3 Bachelor of Food Science and Nutrition.  
2012 last year of offer  
Unit chair: S Gamlath (B)  
Prerequisite: HSN101 or HSN102  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN106  
Contact hours: 1 x 2 hour lecture per week delivered electronically only, 3 x 3 hour laboratory classes for the Trimester (block mode delivery) will run sometime between weeks 3 and 5 – dates to be finalised.*

*Note: (i) Online teaching methods require internet access. Please refer to the most current computer specifications.  
(ii) Unit will not be offered after 2012*

### CONTENT

This unit provides students with a sound background to enable them to undertake careers in food-related industries. This includes the principles involved in food preparation, processing, storage and handling, which influence the quality of food products and commodities. Students will gain an understanding of food preparation and manufacturing processes applied to basic food commodities such as cereals, vegetables, fruit, pulses, nuts, beverages, herbs and spices, meat, fish, poultry, eggs, milk, fats and oils, and sugar. Products arising from these processes have characteristic properties and quality attributes that will be examined in some detail.

**ASSESSMENT**

Examination (2 hours) 50%, one individual assignment (total 1500 words) 30%, two online multiple-choice tests 20%. Students are required to attend all laboratory classes (hurdle requirement)

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## HSN206 – FOOD ANALYSIS AND QUALITY ASSURANCE

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* Only available to students enrolled in H315 Bachelor of Food and Nutrition.  
*Other students who would like to enrol in this unit must submit their request to* [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
*Enrolment quotas apply.*  
*Unit chair:* A Yousif (B)  
*Prerequisite:* SBC131 or SLE131 and HSN104 or SLE152 or SBC152 or HSN203  
*Corequisite:* Must be enrolled in or have previously successfully completed HSN010  
*Contact hours:* 1 x 2 hour lecture per week and 6 x 3 hour laboratory classes for the trimester

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit provides students with an understanding of analytical methods used for measuring the chemical composition of food. Methods for the measurement of the physical properties of food are investigated as well as the management systems used by the food industry to ensure consistently high-quality products. Specific topics covered include: representative sampling; data analysis and presentation; chemical and instrumental analysis of macro- and micro-nutrients; enzymatic and immunoassay of food components; measurement of additives and contaminants in foods; instrumental measurement of colour and texture; quality assurance systems including standard operating procedures and total quality management.

**ASSESSMENT**

Examination (2 hours) 50%, two written laboratory reports 50% (2 x 25%)

**PRESCRIBED TEXTS**

Nielsen, S. S. (Ed.) (2003). Food analysis (3rd ed.). London & New York: Kluwer Academic/Plenum Publishers.

## HSN208 – UNDERSTANDING THE FOOD CONSUMER

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* Must be enrolled in H315.3 Bachelor of Food Science and Nutrition.  
*2012 last year of offer*  
*Unit chair:* A Booth (B)  
*Incompatible with:* HSN103 and HSN713  
*Contact hours:* 1 x 2 hour lecture per week (accessed via e-recording) and 6 x 1.5 hour tutorial (conducted through e-live) classes for the trimester

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit introduces students to food consumers and the influences on their food purchasing and consumption behaviours. There are two main themes: 1) Situational and psychological influences consumers' food behaviours. Specific topics covered will include: the roles of beliefs and attitudes, needs, wants and personal values, personality and individual differences, role of emotions; the senses, perceptions, habituation, taste preferences, satiety processes, social group and cultural influences. It will also cover nutrition communication and the role of the mass media and advertising; food labels and health claims, consumer confusion. 2) Global influences on behaviour. Specific topics covered will include marketing strategies; nature of global food market on behaviour; the supremacy of the supermarkets; responses of markets to consumer and health issues; promotion of functional, convenience and organic foods and the role of governing bodies in the food industry.

**ASSESSMENT**

Essay (2000 words) 50%, examination (2 hours) 50%

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## HSN209 – FOOD SECURITY AND SAFETY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* S Smith (B)  
*Prerequisite:* HSN104 or SBC152 or SLE152  
*Contact hours:* 2 x 1 hour lectures per week and 1x 1 hour tutorial fortnightly for the trimester

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of the global issues of safe food production and the risks and hazards associated with food manufacture. Topics covered include: foodborne pathogens and food spoilage microorganisms; food allergies; bioterrorism and food insecurity; food additives, contaminants and packaging, hazards in food production and risks associated with genetically engineered food. In addition, students will be exposed to job interview techniques to aide with the development of work readiness.

### ASSESSMENT

Assignment (1500 words) 30%, examination (2 hours) 50%, two multiple choice tests 2 x 10%

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## HSN210 – NUTRITION AND FOOD PROMOTION

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Booth (B)  
Incompatible with: HSN708  
Contact hours: 1 x 2 hour lecture per week and 6 x 1 hour tutorials per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Nutrition and food promotion is an important aspect of public health nutrition. Promotion of nutrition and food knowledge amongst food consumers, as well as the modification of the food supply, is essential for the optimisation of health. Topics covered in this unit: design, planning and evaluation of nutrition promotion programs, nutrition promotion in a variety of settings eg children and families, workplaces and health services, food industry, food labelling; theories and methods to help understand what drives consumers to eat certain foods.

### ASSESSMENT

Nutrition job application (800 words) 15%, group assignment (4000 words equivalent to 1000 words per student) 25%, oral presentation 10%, examination (2 hours) 50%

## HSN212 – FUNCTIONAL FOODS AND BIOTECHNOLOGY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315. Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: P Parker (B)  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN303 and HSN304  
Contact hours: 1 x 2 hour lecture each week, 4 x 3 hour laboratory sessions*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit begins with an investigation of the current scientific literature that examines the proposed mechanisms by which functional foods are able to influence the major metabolic systems of the body with a positive result on overall health. This section will encompass the emerging field of epigenetics which describes the ability of the environment to affect the transcription of our DNA into proteins. Students will then explore the commercial side of producing functional foods beginning with the small-scale in-house development all the way to the large scale bio-processing of functional foods. This will include a discussion of the regulatory issues attached to food production.

### ASSESSMENT

Assignment (500 words) 10%, assignment (1500 words) 40%, examination (2 hours) 50%

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## HSN301 – DIET AND DISEASE

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: P Parker (B)  
Prerequisite: HSN201  
Incompatible with: HSN703  
Contact hours: For Burwood and Geelong students: 1 x 2 hour lecture per week and 1 self-directed online tutorial per week.*

For Warrnambool students: 1 x 2 hour lecture per week delivered electronically only and one fortnightly face-to-face tutorial.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit concentrates on major nutrition-related components of the major non-communicable diseases that affect the health of developed nations. Topics include: the metabolic syndrome, obesity (regulation of energy balance, health consequences, best practice dietary interventions); cardiovascular disease (atheroma pathophysiology, lipoprotein metabolism, dietary management); type 2 diabetes (T2D) (the role of diet and physiological mechanisms in the pathogenesis and treatment of T2D); nutrient-gene interactions (epigenetic methylation, histone modifications and single nucleotide polymorphisms); mental health (role of nutrients in the brain and effect on several significant mental health pathologies) and cancer (dietary components as indicators, promoters or protective agents).

### ASSESSMENT

Assignments (2000 words) 40%, examination (2 hours) 60%

## HSN302 – POPULATION NUTRITION

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Spence (B)  
Prerequisite: HSN202  
Incompatible with: HSN705

Contact hours: This unit is offered in the wholly online teaching mode through DSO only; there will be no face to face teaching.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include: an introduction to issues related to the nutrition of populations as opposed to individuals, the assessment of nutritional needs of groups of people and an understanding of the key nutritional problems experienced by subgroups of the Australian and world population. The role of nutrition policy as a framework for nutrition intervention and the development of nutrition interventions for small and large populations will be examined.

### ASSESSMENT

Individual assignment (2000 words) 50%, five online multiple choice/short answer tests 3% each, examination (1.5 hours) 35%

### PRESCRIBED TEXTS

Lawrence, M and Worsley, T. 2007, Public Health Nutrition: From principles for Practice, Allen and Unwin, Sydney.

## HSN303 – FUNCTIONAL FOODS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: S Cicerale (B)  
Prerequisite: HSN201  
Incompatible with: HSN212  
Contact hours: 3 hours (1 x 2 hour lectures (accessed via e-recording), 1 x online tutorial) per week

Note: (i) Online teaching methods require internet access. Please refer to the most current computer specifications.  
(ii) Unit not offered after 2013

### CONTENT

This unit explores some of the recent advances that have increased our understanding of the functional relationship between nutrients, other biologically active food constituents, and health. The theoretical basis underpinning the identification, evaluation and validation of the biological activity, and the health benefits and claims associated with 'functional' foods and 'functional' food components will be investigated, including consideration of the role of epidemiological studies, clinical trials, animal studies and mechanistic data.

### ASSESSMENT

Examination (2 hours) 50%, critical review of a functional food product (500 words) 10%, functional foods assignment (1500 words) 40%

## HSN304 – FOOD BIOTECHNOLOGY

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315.  
Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: S Smith (B)  
Prerequisite: HSN204, HHN234 or equivalent  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN212  
Contact hours: 1 x 2 hour lecture per week, 5 x 3 hour practical classes per trimester (including oral presentations)

Note: (i) Online teaching methods require internet access. Please refer to the most current computer specifications.  
(ii) Unit not offered after 2013

### CONTENT

This unit will provide students with an understanding of the use of biotechnology in the food industry. Students will develop theoretical and practical skills in the use of microorganisms, eukaryotes and prokaryotes, or products from these organisms, in controlled food production and processes, based upon a sound knowledge of the techniques used in engineering of organisms. Topics covered include: growth and production of food grade microorganisms using bioreactors; utilisation of food grade enzymes and protein technology in biological processes; food processes; genetic manipulation of organisms, including transgenic plants and animals, and microorganisms; commercial development of genetically modified foods and regulatory and health issues covering their release.

### ASSESSMENT

Oral presentation of literature review 20%, examination (2 hours) 50%, two laboratory reports (each 500 words) 30%. Students are required to attend 80% of lectures/laboratories (hurdle requirement).

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## HSN305 – ASSESSING FOOD INTAKE AND ACTIVITY

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: E Szymlek-Gay (B)  
Prerequisite: HSN201

Corequisite: Must be enrolled in or have previously successfully completed HSN010 or HSE010  
Contact hours: 1 x 2 hour lecture per week, 7 x 1 hour tutorials and 1 x 2 hour practical per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

(Unit offered X from 2014)

### CONTENT

This unit will provide students with an understanding of both theoretical and practical aspects of food, nutrition and physical activity assessment, and the ability to link this knowledge to workplace requirements. The unit focuses on nutritional and physical activity reference standards, recommended dietary intakes and physical activity levels; nutrient reference values and physical activity levels; methods of measuring food intake and physical activity and the interpretation of dietary intake and physical activity data; techniques and considerations relevant to anthropometric, biomechanical and clinical assessment of nutritional status, evaluation and interpretation of survey data.

### ASSESSMENT

Four sets of online multiple-choice questions (5% each) 20%, assignment (1500 words) 30%, examination (2 hours) 50%

### PRESCRIBED TEXTS

HSN305 Assessing Food Intake and Activity, Study Guide and Reader. Deakin University, 2011.

Gibson, R.S. 2005, Principles of Nutritional Assessment. Oxford University Press, Oxford, UK.

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## HSN306 – PRODUCT DEVELOPMENT AND PROCESSING

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315.  
Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
Unit chair: S Gamlath (B)  
Prerequisite: HSN204 or HSN205  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN315 and HSN320  
Contact hours: 1 x 2 hour lecture per week, 1 x 3 hour laboratory per week from week 2

*Note: (i) Online teaching methods require internet access. Please refer to the most current computer specifications.*

*(ii) Unit not offered after 2013*

### CONTENT

This unit aims to provide students with an understanding of the steps involved in developing food products, including functional foods, through a knowledge of product formulation, processing, packaging and marketing. Topics covered include: the process of developing a new food product from concept to market; innovative product formulation; the role of alternative ingredients; packaging; scale-up from the laboratory to the food factory; basic principles of food processing (e.g. mass balance, fluid flow and heat transfer); commercial scale processing techniques (e.g. minimal processing, low temperature and thermal processing, drying and concentration). Throughout the unit, the importance of food safety, quality control and environmental impact will be stressed.

### ASSESSMENT

Examination (2 hours) 50%, individual contribution to team project report (1500 words per student) and presentation 40%, 2 online MCQ tests 10%. Students are required to attend 80% of practicals (hurdle requirement).

## HSN307 – SPORTS NUTRITION: THEORY AND PRACTICE

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Brockington (B)  
Prerequisite: HSN201*

*Corequisite: Must be enrolled in or have previously successfully completed HSN010 or HSE010  
Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial every second week at weeks 2, 4, 6, 8, 10 of trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide an introduction to the major areas of sport and exercise nutrition for elite athletes and recreational exercisers. It will cover sport and exercise nutrition for pre-, during and post activity considering various sporting activities and body composition considerations. Food and fluid choices for maximising sport and exercise performance will be considered with

protein and carbohydrate requirements. A range of supplements will be analysed regarding claims made for performance enhancement and the relationship between exercise and the immune system.

### ASSESSMENT

Examination (2 hours) 50%, one assignment (1500 words) 35%, 5 x online multiple choice quizzes (5 x 3% = 15%)

## HSN308 – FOOD, NUTRITION AND SOCIETY

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Spence (B)  
Incompatible with: HSN704*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide an understanding of the social context of food behaviour and its relevance to nutrition education. Topics covered in the unit are: application of theoretical perspectives, introduction to sociology of food and nutrition; introduction to the history of food and nutrition; food choice and the individual; lifecourse transition; religion and culture; issues of social class; food insecurity and inequity; the effect of changes in family composition; gender roles; body image and ideals; globalisation of the food supply; socio-political influences on food choice; impact of nutritional science, nutritional guidance and nutrition education on food choice and behaviour.

### ASSESSMENT

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

## HSN309 – FOOD POLICY AND REGULATION

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Lawrence (B)  
Prerequisite: HSN101 or HSN102*



Contact hours: 1 x 2 hour lecture per week, 8 x 1 hour tutorials per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is designed to provide students with an understanding of how food policy affects the different components of the food system, including food production, processing and marketing. Food policy is becoming increasingly important due to its role in healthy eating, food supply and climate change, cost of food and obesity prevention. The unit also examines food regulation. Food regulation is used by governments to safeguard the community against potential adverse developments in the food system and is also a particularly powerful policy tool that can be used to promote public health outcomes by determining the composition and labelling of food products. Case studies including vitamin and mineral fortification/food labelling, functional foods and the use of health claims on food products, and obesity prevention will be reviewed.

### ASSESSMENT

Class presentation and group report (1500 words) 40%, examination (2.5 hours) 60%

## HSN311 – FOOD AND NUTRITION PRACTICUM

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: This unit is only available to students enrolled in H315 Bachelor of Food and Nutrition, H315 Bachelor of Food Science and Nutrition and H300 Bachelor of Health Sciences completing a major sequence in Nutrition or Food Studies

Unit chair: S Smith (B)

Prerequisite: Must have completed a minimum of 4 HSNxxx units of which at least two must be at level 2  
Contact hours: 1 x 100 hours on-site training

Note: There is a quota up to a maximum of 40 students depending upon availability of placements.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This is a minimum 100 hours on-site training program involving skills development in the broad areas of food and nutrition with topical areas addressed in this

unit involving one or more of the following: project analysis in an area of food production (including raw materials to pre-market release), marketing, innovative product formulation, quality assurance, food regulation and analysis, nutritional panel analysis, database development, food service, nutrition policy, nutrition education, community nutrition, surveys and research.

### ASSESSMENT

To achieve an ungraded pass in this unit all assessment tasks must reach Ungraded Pass. Preparation of curriculum vitae (500 words), interview preparation and knowledge, practicum proposal (1000 words), logbook/record of practicum experience (500-1000 words), student report and student reflection (2000 words), industry supervisor report on student involvement.

## HSN313 – SENSORY EVALUATION OF FOODS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in H315. Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).

Enrolment quotas apply.

Unit chair: R Keast (B)

Prerequisite: HSN101 or HSN201

Corequisite: Must be enrolled in or have previously successfully completed HSN010

Incompatible with: HSN207

Contact hours: 1 x 2 hour lecture per week (1 hour lecture, 1 hour via online), 1 x 2 hour tutorial, 3 x 3 hour laboratory classes during trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Sensory evaluation is a tool used to measure human response to a variety of stimuli. Students gain knowledge on the types of sensory evaluation methods that are common used and application of the methods in both product development and human nutrition. Students develop skills in implementing and analysing basic sensory tests. Topics include: discrimination testing, descriptive analysis, hedonic testing, individual differences in perception, food quality perception, and product development. As part of this unit, students will participate in mock job interviewing to help the transition from student to the workplace.

**ASSESSMENT**

Examination (2 hours) 50%, sensory laboratory and laboratory write-up (1250 words) 30%, online multiple-choice test 20%

**HSN315 – FOOD MANUFACTURING AND PROCESS INNOVATION**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315 and H300 and D391 students completing the Food Studies major sequence.  
Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
This unit commences in 2013  
Unit chair: S Gamlath (B)  
Prerequisite: HSN204  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN306  
Contact hours: 1 x 2 hour lecture (12 weeks) and 1 x 3 hour practical (6 weeks). Students are required to attend 80% of practicals (hurdle requirement).*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers basic principles of food processing (e.g. mass balance, fluid flow and heat transfer) and commercial scale processing techniques such as low temperature and thermal processing, drying and concentration, extrusion technology and irradiation. The unit also addresses the principles behind the latest food processing technologies such as minimal processing, high pressure, ultrasonic, pulsed electric field processing and their applications in nutritional retention and functional product development. Throughout the unit, the importance of food safety, quality control and environmental impact will be stressed.

**ASSESSMENT**

Examination (2 hours) 50%, 2 online MCQ tests 20%. Individual practical reports (1500 words /3 practical reports per student) 30%

**HSN320 – TRENDS IN PRODUCT DEVELOPMENT**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in H315. Other students who would like to enrol in this unit must submit their request to [ens-enquire@deakin.edu.au](mailto:ens-enquire@deakin.edu.au).  
Enrolment quotas apply.  
This unit commences in 2013  
Unit chair: S Gamlath (B)  
Prerequisite: HSN315  
Corequisite: Must be enrolled in or have previously successfully completed HSN010  
Incompatible with: HSN306  
Contact hours: 1 x 2 hour lecture (7 weeks) and 1 x 3 hour practical (10 weeks). Students are required to attend 80% of practicals (hurdle requirement).*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the trends in product development and stages involved in developing novel food products using functional food ingredients through knowledge of product formulation, processing, packaging and labelling, safety and marketing. Students will gain practical experience in all stages of product development by designing a novel product and packaging to meet current food trends. Throughout the unit, the importance of food safety, quality control and environmental impact will be stressed. This unit provides knowledge and skills to undertake product development roles in the food industry.

**ASSESSMENT**

Examination (1.5 hours) 40%, 2 online MCQ tests 10%. Individual contribution to team project report (1500 words per student) and oral presentation 50%

**HSN414 – HONOURS RESEARCH PROJECT**

*Offered at: (B)  
Credit point(s): 4  
Offerings: Trimester 2*

*EFTSL value: 0.500  
Cohort rule: This unit is only available to students enrolled in level 4 Honours  
Unit chair: G Wadley (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The range of topics is diverse. Students will be required to select a topic in which they have undertaken prior (third-year) study, and to undertake original research on the topic with the guidance of a supervisor.

### ASSESSMENT

Thesis (12 000 words) 100%, final oral presentation is a hurdle requirement

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## HSN701 – PRINCIPLES OF NUTRITION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, Trimester 3*

*EFTSL value: 0.125*

*Unit chair: Trimester 1: T Crowe (B)*

*Trimester 3: A Spence (B)*

*Incompatible with: HSN201*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of human nutrient requirements and how these are met through the digestion, absorption and metabolism of food. Content covers the major macronutrients of carbohydrates, lipids and proteins; nutrient transport and storage; energy use by the human body, and control of energy balance. The importance of micronutrients in normal cell functioning; building bones; allowing enzymes, muscles and nerves to function and water balance and electrolyte regulation will be covered with attention paid to the health consequences of micronutrient deficiencies.

### ASSESSMENT

Assignment (1500 words) 30%, weekly online multiple-choice questions 20%, examination (2 hours) 50%

## HSN702 – LIFESPAN NUTRITION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: L Riddell (B)*

*Prerequisite: HSN701 recommended*

*Incompatible with: HSN202*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with an overview of nutrition needs across the lifespan and the physiological basis for these needs. Nutritional issues relevant to the stages of pregnancy, lactation, foetal development, infancy, childhood and ageing will be covered and potential intervention strategies identified.

### ASSESSMENT

Individual assignment (2000 words) 40%, four online multiple-choice tests (10 minutes each) 5% each, examination (2 hours) 40%

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## HSN703 – DIET AND DISEASE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: P Parker (B)*

*Corequisite: HSN701*

*Incompatible with: HSN301*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit concentrates on the major nutrition-related diseases of affecting the health of developed nations. Topics include: the metabolic syndrome; obesity (regulation of energy balance, health consequences, best practice dietary interventions); cardiovascular disease (atheroma pathophysiology, dietary management, lipoprotein metabolism); Type 2 Diabetes (T2D) (the role of diet and physiological mechanisms in the pathogenesis and treatment of T2D), osteoporosis (dietary strategies for prevention and management); mental health and cancer (dietary components as indicators, promoters or protective agents).

**ASSESSMENT**

Assignment (2500 words) 40%, examination (2 hours) 60%

*EFTSL value: 0.125*

*Unit chair: K Campbell (B)*

*Incompatible with: HSN302*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## HSN704 – FOOD, NUTRITION AND SOCIETY

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Worsley (B)*

*Incompatible with: HSN308*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide an understanding of the social context of food choice and food behaviour. Six modules will cover:

1. the ‘sociological imagination’ and influential schools of sociology and anthropology, the nature of culture, cultural theory and social ideologies, common institutions in society;
2. introduction to the history of food and nutrition; the global food system, free markets, globalisation, nutrition transition and the global food crisis;
3. religious dietary rules;
4. eating occasions, the composition and social contexts of evening meals, food acquisition preparation and consumption, food as the expression of social relationships and symbolic exchange
5. food and gender, socio-economic class, ethnicity, age and marital status, and marginalised social categories, responsibility of feeding children sick and infirm people
6. risk and safety, the ‘tyranny of beauty’, the pursuit of cleanliness, food and health concerns, the culture of fear, dietary supplementation, vegetarianism

**ASSESSMENT**

Two assignments (2000 words) 50% each

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## HSN705 – POPULATION FOOD AND HEALTH ISSUES

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

**CONTENT**

This unit is the foundation unit in public health nutrition. It deals with the application of nutrition, behavioural and social science approaches to the prevention and amelioration of population health problems. Topics include: key concepts and goals of public health, the nature of populations, evidence and causality; descriptions of key at risk populations; priority areas such as indigenous communities, socially disadvantaged groups; population health problems such as obesity, type 2 diabetes and international nutrition issues; strategies for overcoming population nutrition problems such as nutrition promotion, communication and food and nutrition policy.

**ASSESSMENT**

Two assignments (2500 words each) 100%

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## HSN706 – FOOD POLICY AND PUBLIC HEALTH

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Lawrence (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Understanding how the food system is shaped by policy, politics and food regulation is a fundamental skill for nutritionists and public health nutritionists. This unit focuses on translating how politics, food regulation and policy affect how we approach important nutritional issues such as healthy eating, environmental sustainability, food security, obesity and other chronic diseases and how we manage them at a population level. Applied case studies on current food policy, politics and regulation are used to illustrate these concepts in action, for example the fortification of bread-making flour with folic acid to reduce the risk of Neural Tube Defects in Australia.

**ASSESSMENT**

Assignment 1 (2000 words) 40%, assignment 2 (3000 words) 60%

## HSN708 – NUTRITION PROMOTION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Torres (B)*  
*Incompatible with: HSN210*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Nutrition promotion is an important aspect of public health nutrition. Promotion of food and nutrition knowledge amongst food consumers, as well as the modification of the food supply, is essential for the optimisation of health. Topics covered in this unit: design, planning and evaluation of nutrition promotion programs; nutrition promotion in a variety of settings eg children and families, workplaces and health services, food industry, food labelling; theories and methods to help understand what drives consumers to eat certain foods.

### ASSESSMENT

Four online multiple-choice tests (10 minutes each) 5% each, two assignments (2000 words each) 40% each

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## HSN709 – SPORTS NUTRITION

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Brockington (B)*  
*Incompatible with: HSN307*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the nutritional needs of athletes and people undertaking substantial exercise programs. Topic areas covered include the roles of nutrition in optimising training and sports performance; body composition in relation to sport; provision of fluid, carbohydrate and fat for training, competition and post-exercise recovery; protein requirements for athletes in different sports; role of vitamins and minerals in exercise performance; and supplements and sport.

### ASSESSMENT

Two online multiple choice quizzes (2 x 5% each) 10%, assignment (2000 words) 40%, final examination (2 hours) 50%

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## HSN713 – FOOD, NUTRITION AND BEHAVIOUR

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Liem (B)*  
*Incompatible with: HSN103 and HSN208*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit overviews the relationships between food consumption and human behaviours. It examines the main social, psychological and biological determinants of human food choice and consumption. It also discusses how human food choice can be changed from a public health as well as an industry point of view.

### ASSESSMENT

Essay (3000 words) 50%, practical assignments (2000 words) 50%

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## HSN715 – UNDERSTANDING HUMAN NUTRITION RESEARCH STUDIES

*Offering information: Trimester 3*  
*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 2012*  
*Not offered Trimester 3 2013*  
*Next offered Trimester 3 2014*

*EFTSL value: 0.125*  
*Unit chair: A Booth (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Nutrition knowledge is continually changing and this provides challenges to those working in the field

of nutrition with providing accurate information to individuals or groups. This unit will provide you with the skills to evaluate the relevant nutrition research literature. Topics to be covered in this unit: issues in measurement of food intake and nutritional status; research study designs including their strengths and weaknesses; basic statistics needed to interpret studies and interpretation and critical analysis of the various types of study designs. The study designs to be covered will include randomised controlled trials, cohort, case control, and cross sectional studies.

#### ASSESSMENT

Assignment 1 (2000 words) 40%, Assignment 2 (1500 words) 30%, Assignment 3 (1500 words) 30%

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## HSN719 – POPULATION NUTRITION AND PHYSICAL ACTIVITY ASSESSMENT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Daly (B)*  
*Incompatible with: HSN305*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides an overview of methods of measuring food intake, physical activity, energy expenditure and body mass index at the individual and population level. Practical activities are undertaken to gain a strong understanding of issues in analysing and interpreting data relating to nutritional and physical activity status and body composition. The uses and limitations of each of the assessment methodologies are critically evaluated. Reference standards and Australian norms for nutrition, physical activity and anthropometry are examined. The interpretation of dietary, physical activity and body mass index survey data is addressed along with an examination of the theory and practice of validation and measurement error.

#### ASSESSMENT

One written report (1500 words) 30%, major assignment (3000 words) 50%, three online multiple choice tests (15 questions each) 20%

#### PRESCRIBED TEXTS

Gibson, R.S. 2005, Principles of Nutritional Assessment, Oxford University Press, Oxford, UK.

## HSN720 – NUTRITIONAL ISSUES IN DIABETES

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Helquist (B)*  
*Prerequisite: HSN701*  
*Incompatible with: HSD701 and HSD702*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The aim of this unit is to develop students understanding of the mechanisms involved in diabetes development and progression throughout the lifespan; explore the epidemiological evidence behind our understanding of diabetes and its management and understand how different aspects of diabetes and its complications are treated.

Topics to be addressed in this unit include:

- The epidemiology and history of diabetes;
- Diabetes mellitus: definition, diagnosis, monitoring and overview of management;
- Insulin: secretion, action and role in metabolism for diabetes;
- Type 2 diabetes and insulin resistance;
- Aetiology of type 1 diabetes mellitus;
- Health complications of Diabetes
- Diabetes across the lifespan
- Living with Diabetes;
- Nutritional management for prevention and management of type 2 diabetes
- Nutritional management of type 1 diabetes
- Exercise and diabetes

#### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (2000 words) 40%, 4 sets of multiple choice questions (10 minutes, 5% each set) 20%

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## HSN727 – ADVANCED PUBLIC HEALTH NUTRITION

*Offered at: (X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Cohort rule: This unit is only available to students enrolled in H517 Graduate Certificate of Public Health Nutrition*

*Unit chair: M Lawrence (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will learn about the various methodologies and skills used in public health nutrition practice including child and adult education strategies, communication and advocacy techniques, individual counselling techniques, planning and writing skills for preparing funding submissions, budgets and project reports, and project management methods. These methods and skills will then be practiced under supervision. Then students will conduct observational studies of the competencies required for promoting public health nutrition in several settings including the family home, educational institutions, retail food establishments, clinical and community health services and government and non government organisations, among others.

### ASSESSMENT

Assignment (3000 words) 30%, report (2000 words) 30%, 4 reports (1000 words each) 40%

## HSN735 – TRENDS AND INNOVATION IN FOOD SCIENCE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Gamlath (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a program involving theoretical skills development in global and local trends in food manufacture including food design and safety, food processing and packaging and product manufacture, novel health-based and age-related foods, medical and sports foods, trends and products in the areas of weight control and weight reduction, satiety and appetite suppression, practices of food authentication in association with food policy and regulation, and advances in food allergens and toxicology, food processing innovation and environmental issues.

### ASSESSMENT

Examination (2 hours) 50%, written reports (2500 words) 50%

## HSN734 – OBESITY PREVENTION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: K Campbell (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit provides students with a fundamental understanding of the obesity epidemic and its economic, social-cultural, policy and physical determinants and outcomes. Students will be provided with the best available evidence on what the key components of an obesity prevention program should be. Students obtain the skills required to guide the implementation and evaluation of obesity prevention programs in a range of community settings.

### ASSESSMENT

Two assignments (2000 words each) 40% each, six sets of online multiple choice questions 20%

## HSN738 – INTERNATIONAL NUTRITION

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Not offered T3 2012*

*Next offered T3 2013*

*EFTSL value: 0.125*

*Offering information: (This unit is offered in alternate years)*

*Unit chair: M Piper (B)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an overview of the epidemiology of the major nutrition-related diseases in developed and developing countries. Topics covered include: the double-burden of nutrition-related disease, the international agreements affecting food production, distribution and trade and domestic food supplies, food security with an emphasis on causal factors, national policy and program interventions addressing

famine and under-nutrition and the nutrition transition resulting from changing food consumption and physical activity patterns. Inadequate nutrition is examined from cultural, biological, economic, social and political perspectives. Practical skills in the design, implementation and evaluation of nutrition policies and program interventions addressing both under- and over-nutrition in developing countries are provided.

#### ASSESSMENT

Assignment 1 (2000 words) 40%, assignment 2 (2000 words) 40%, 6 online forum tasks (6 x 3.33%) 20%

## HSN740 – NUTRITION RESEARCH SKILLS

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Cohort rule:* This unit is only available to students enrolled in H718 Master of Dietetics

*Unit chair:* S Torres (B)

*Contact hours:* 1 x 1 hour lecture and 1 x 2 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit will equip students with the relevant skills and knowledge in nutrition research relevant to dietetic practice. Topics covered in this unit include conducting a literature review, research ethics, nutritional assessment, quantitative and qualitative research, research methods and statistical analysis.

#### ASSESSMENT

Each assessment task must be passed in order to pass the unit. Four online multiple-choice tests 5% each, dietary methodology assignment (1500 words) 30%, research project (2500 words) 50%

## HSN742 – FOOD SERVICE MANAGEMENT

*Offered at:* (B)  
*Credit point(s):* 2  
*Offerings:* Trimester 2

*EFTSL value:* 0.250

*Cohort rule:* This unit is only available to students enrolled in H718 Master of Dietetics

*Unit chair:* C Margerison (B)

*Prerequisite:* HSN705, HSN740 and HSN744

*Contact hours:* Week 1: full-time on campus, 1 x site visit; weeks 2 to 4: full-time on placement; week 5: 3.5 days on placement, 1.5 days on campus.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit provides students with an overview of the dietetics practitioner in food service management, preparing students for their food service placement. Skill development includes principles of food service management, covering menu planning and production, recipe standardisation, evaluation of new menu items for client(s) in health care facilities, management of information systems, quality management in food service, food service systems, food safety, human resource and financial management, Australian health care system, contracting of food services, the development of food and nutrition policies and guidelines and their application to food service.

#### ASSESSMENT

Group food service project report (individual contribution 1500 words per student) 35%, plus oral presentation 5%, menu assessment (2500 words) 25%, test (1.5 hours) 35%, professional placement assessment of competency (ungraded pass/fail) – hurdle requirement. Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

#### PRESCRIBED TEXTS

Duncan, P., & Jensen, J. 2011, Professional Foodservice, 2nd ed, Pearson, New Zealand.

## HSN743 – NUTRITION FOR HEALTHY AGEING

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 3

*EFTSL value:* 0.125

*Unit chair:* C Nowson (B)

*Corequisite:* HSN701 or HSN201

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit will provide students with an overview of issues associated with ageing and the critical role of appropriate nutrition in facilitating good health,



preventing illness and enhancing quality of life in older Australians. It will explore the concepts underlying the physiological and psychosocial aspects that impact on nutritional requirements and the nutritional status of older people. Students will develop an understanding of barriers and facilitators of achieving optimal nutritional status in older people and the potential of nutritional strategies to improve quality of life and reduce the impact of chronic disease.

#### ASSESSMENT

Ten online quizzes with multiple-choice questions 20%, two written assignments (2000 words each) (2 x 40%) 80%. In order to pass the unit students must attempt at least 8 out of 10 quizzes and achieve an overall average mark for all quizzes attempted of at least 50%. A mark of at least 45% in one assignment is also required.

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## HSN744 – PRINCIPLES OF DIETETICS

*Offered at: (B)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Cohort rule: Only available to students enrolled in H718 Master of Dietetics*  
*Unit chair: A Walsh (B)*  
*Contact hours: 1 x 3 hour lecture per fortnight and 2 x 2 hour tutorial per week, and 4 x 3 hour food practicals, hospital based lectures for 7 full days.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Prior to commencing clinical placement, students are required to complete a police record check each academic year.*

#### CONTENT

This unit introduces students to the dietetic process and specifically the development of dietetic management plans for individual clients. Students will develop skills in the assessment and interpretation of individual anthropometric, biochemical, clinical and nutritional data and counselling skills relevant to professional practice. The unit covers the interactions between nutrition and clinical conditions (weight management, cardiovascular disease, aged care, diabetes, nutrition support, oncology, gastro, liver and renal). Students will attend professional practice in clinical settings.

#### ASSESSMENT

Nutrition care plan (3000 words) 30%, supermarket food product kit 25%, examination (3 hours) 45%, reflective practice entries (ungraded pass/fail)-hurdle requirement, dietary food practicals-hurdle requirement, objective structured clinical examination

(OSCE)-hurdle requirement. Each component must be passed to gain a pass in this unit.

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## HSN745 – COMMUNITY NUTRITION

*Offered at: (B)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.250*  
*Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics*  
*Unit chair: Trimester 1 L Helquist (B), Trimester 2 S O'Reilly (B)*  
*Prerequisite: All of HSN705, HSN740 and HSN744*  
*Contact hours: 1 week full-time on campus pre-placement, 7 weeks full-time community placement, 1 half day on campus post-placement.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit prepares students for placement in the community by developing skills in preparation of project proposals, budget submissions, project management and evaluation, report writing and addressing the needs of specific groups including various migrant populations, people living with a disability and people with mental illness. Students then apply these skills to complete a community fieldwork project as a group project.

#### ASSESSMENT

Project proposal (2000 words) 20%, group placement project report (3000 words) 30%, group presentation on placement project 5%, cultural competency assessment (1500 words) 15%, evaluation of a group education session (1000 words) 10%, multiple choice question tests 20%, professional placement assessment of competency (ungraded pass/fail) – hurdle requirement. Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

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## HSN746 – NUTRITIONAL ISSUES FROM INFANCY TO ADOLESCENCE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Walsh (B)*

Corequisite: HSN702

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will provide students with an understanding of specific nutrition issues facing children and adolescents within Australia. The content will include social, environmental and medical factors associated with assessing adequate growth, management of failure to thrive and allergies in infants and children as well as overweight, obesity, and eating disorders in adolescents. Students will develop an understanding of the prevalence of these nutritional issues within Australia and effective management strategies.

### ASSESSMENT

Assignment 1 (2000 words) 45%, assignment 2 (2000 words) 45%, multiple choice questions (MCQ) via DSO (5 MCQ sets x 2% per set) 10%

## HSN747 – CLINICAL DIETETIC PRACTICE

Offered at: (B)

Credit point(s): 2

Offerings: Trimester 1 or trimester 2

EFTSL value: 0.250

Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics

Unit chair: C Margerison (B)

Prerequisite: HSN740 and HSN744

Contact hours: 4 days full time on campus and 1 day placement orientation pre-placement, 10 weeks full time clinical placement, 1 day on campus post-placement.

Note: Prior to commencing clinical placement, students are required to complete a police record check each academic year.

### CONTENT

This unit provides professional placement experience in the clinical setting. Students will be given the opportunity to demonstrate skills in independent dietetic case management of individuals during their placement. Students will be required to develop and present client case management plans in both oral and written formats. On successful completion of this unit, students will have achieved competency related to clinical dietetics as described by the Dietitians Association of Australia (DAA) competency standards for entry level dietitians.

### ASSESSMENT

Major case study (3000 words) 30%, plus oral presentation 10%, nutritional care plans (3000 words) 30%, examination (3 hours) 30%, professional placement assessment of competency (ungraded pass/fail)-hurdle requirement. Failure of the practicum component will lead to a fail in this unit and may lead to exclusion.

## HSN750 – NUTRITION RESEARCH PROJECT PART A

Offered at: (X)

Credit point(s): 2

Offerings: Trimester 3

EFTSL value: 0.250

Unit chair: A Booth (B)

Prerequisite: Completion of at least four HSN level 7 credit points

Incompatible with: HSN712

Note: Students who completed HSN711 must select an alternative topic for this unit.

Online teaching methods require internet access. Please refer to the most current computer specifications

### CONTENT

This unit is the first part of a two part activity involving a literature review and development of a research proposal (HSN750 Nutrition Research Project Part A) and then the conduct of the research and writing of a manuscript for publication in a chosen area as part of HSN751 Nutrition Research Project Part B. HSN750 can be selected as a stand alone unit where you do not have to complete HSN751. HSN750 focuses on literature searching, reading and evaluating published work, writing a literature review, defining a research aim and developing a testable hypothesis. Students will critically evaluate an ethics application. The research proposal and project is subject to approval by the unit chair.

### ASSESSMENT

Literature review (5000 words) 75%, research plan (1500 words) 12.5% and evaluation of ethics application (1500 words) 12.5%

## HSN751 – NUTRITION RESEARCH PROJECT PART B

Offered at: (X)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Unit chair: E Szymlek-Gay (B)  
Prerequisite: HSN750  
Incompatible with: HSN712

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit follows on from HSN750 Nutrition Research Project Part A and provides the opportunity to conduct research and write a manuscript for publication in a specified area of human nutrition. It will focus on the practical skills of data collection (where appropriate), analysis, presentation and interpretation and preparation of a manuscript for publication.

### ASSESSMENT

Research project report (10 000 words) 100%

## HSN752 – PROFESSIONAL DIETETIC PRACTICE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H718 Master of Dietetics  
Unit chair: S Brockington (B)  
Prerequisite: HSN740 and HSN744

Contact hours: Week 1: 2 x half days, week 9: 4 days workshop and presentations, week 12: 4 days workshops and presentations. Professional development site attendance as negotiated by student and workplace.

### CONTENT

This unit exposes students to specialist workshops in a range of professional dietetic areas. The student will develop an educational resource for use in the clinical setting. Students will also undertake a professional development process in an area of dietetic interest and career planning as they prepare to enter the dietetic workforce.

### ASSESSMENT

Group educational resource 40% (written report 2500 words 25%, oral presentation 15%). Professional development and career goal planning 60% (written report total 3000 words – phase 1 10%, phase 2 15%, phase 3 25%, oral presentation 10%).

## HSN755 – DIETETICS RESEARCH PROJECT 1

Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Cohort rule: Available to students enrolled in H719 only.  
Unit chair: C Margerison (B)  
Prerequisite: HSN740

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will be required to select a nutrition related topic and to undertake original research on the topic with the guidance of a supervisor. Topics to be addressed in this unit include critical evaluation of the literature, study design, preparation of a research proposal, research writing and oral presentation skills.

### ASSESSMENT

Literature review (5200 words) 65%, Research proposal (2000 words) 25%, Oral presentation of literature review and research proposal 10%

## HSN756 – DIETETICS RESEARCH PROJECT 2

Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Cohort rule: Available to students enrolled in H719 only.  
Unit chair: C Margerison (B)  
Prerequisite: HSN740

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

In this unit students complete the original research work following on from HSN755. This unit will cover topics such as research methods, data analysis techniques, scientific writing for publication and presentation skills.

**ASSESSMENT**

Completion of an original research report based on the students own research for submission to an appropriate peer-reviewed journal (4000 words) 55%, Supplementary report on future directions (3000 words) 35%, Oral presentation of original research report 10%

**ASSESSMENT**

DSO orientation task 5%, written paper (1600 words) 40%, small group presentation 35%, fieldwork reports 20%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion. Note: students must achieve a pass in both Part A HSO102 and Part B HSO104 in order to meet the prerequisite requirements of HSO202 and HSO205.

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## HSO102 – FOUNDATIONS OF OCCUPATIONAL SCIENCE AND THERAPY A

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: HSO101*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: K Richards (S)*  
*Contact hours: Stream 1 (Academic): 1 x 1 hour lecture plus 1 x 1 hour tutorial per week; stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This level 1 unit, which comprises both academic and fieldwork streams, introduces students to occupational science and therapy. It examines the current and potential roles occupational science and therapy play in individual and population health settings. Students are encouraged to draw on personal and fieldwork experiences as a first step to understanding themselves as occupational beings and to developing appropriate learning objectives. Topics include conducting initial interviews, introduction to group work and the fundamentals of occupational performance assessments. The historical and modern perspectives of the profession will be examined in relation to psychological, sociological, anthropological and biomedical concepts. A range of practice contexts will be explored through both curriculum and fieldwork. Students will solve occupation-based case scenarios through seminars, experiential learning, fieldwork preparation and experience in the field. Through fieldwork students will participate in site visits and observation of occupational therapy programs.

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## HSO104 – FOUNDATIONS OF OCCUPATIONAL SCIENCE AND THERAPY B

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: HSO101*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: K Richards (S)*  
*Prerequisite: HSO102*  
*Contact hours: Stream 1 (Academic): 1 x 1 hour lecture plus 1 x 1 hour tutorial per week; stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This level 1 unit comprises both academic and fieldwork streams. As such it aims to continue the development of students knowledge in occupational science and therapy. In this unit students will work individually and in small groups to explore population and ecological health issues using occupational perspectives.

Students will employ an active research approach to better understand issues affecting the health of community groups and to consider ways in which occupational therapy seeks to promote health for all. Topics include philosophical, theoretical, and scientific concepts of occupation, health promotion, social and ecological concepts of health; action research methodology; community education; group work; occupational science concepts, needs, deprivation, alienation, adaptation, balance, environments, justice, burnout and boredom; the relationship between occupation and health; and practice contexts involving organisations and communities. Lectures, tutorials, issue-based learning, presentations and assignments guide project development and learning which concludes in class presentations.

Students will also participate in and observe practice in health and community organisations, developing

occupational science and therapy skills and competencies. Students will be encouraged to draw on personal and fieldwork experiences to understand themselves as occupational beings and to begin the development of reflective professional practice.

### ASSESSMENT

Small-group presentations 40%; written paper (1600 words) 40%, fieldwork assignment 20%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion. Note: students must achieve a pass in both Part A HSO102 and Part B HSO104 in order to meet the prerequisite requirements of HSO202 and HSO205.

### PRESCRIBED TEXTS

Stagnitti, K., Schoo, A., & Welch, D. (Eds.). (2010). *Clinical and fieldwork placement*. Oxford, Sydney.

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## HSO202 – OCCUPATIONAL DYSFUNCTION

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
*Unit chair:* K Richards (S)  
*Prerequisite:* HSO102, HSO104 (or HSO101) HSE208, HSO207 (or HSE207)  
*Corequisite:* HSO206  
*Contact hours:* 1 x 1 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This level 2 unit builds on the bioscience units and links them with occupational therapy theoretical and practice elements. Case scenarios drawn from health and human service practice are used to provide learning material about motor, cognitive, psychological, intellectual and social dysfunction. Topics to be addressed in this unit include: musculoskeletal, neurological, psychological, cognitive, affective, and social disorders and their effect on people's occupations; an introduction to clinical reasoning; theoretical concepts and models of occupational therapy; the biomechanics of movement; person – environment – occupation model; client-centred processes – individual and group therapies. The students will address these issues through PBL workshops and resource sessions with expert practitioners.

### ASSESSMENT

Case study (1500 words) 30%; 2nd assessment Part A: group presentation 20%, Part B: reflective essay (800 words) 20%; written essay (1000 words) 20%; weekly assessment questions 10%

### PRESCRIBED TEXTS

Atchison, B. & Dirette, D (2000). *Conditions in Occupational Therapy*. Lippincott Williams & Wilkins, Philadelphia

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## HSO205 – OCCUPATIONAL DEVELOPMENT, DISABILITY AND ADAPTATION A

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* HSO201  
*Cohort rule:* This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
*Unit chair:* C O'Connor (S)  
*Prerequisite:* HSO102, HSO104 (or HSO101)  
*Contact hours:* Stream 1 (Academic): 1 x 2 hour lecture plus 1 x 1 hour tutorial per week; stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This level 2 unit, which comprises both academic and practicum streams, addresses concepts related to occupational performance across the lifespan, specifically focusing on birth to adolescence. Its focus includes the influence of physical, mental or social capacities, environments and meaningful occupations on human development and the acquisition of skills. Students will study how physical, mental or social disability can handicap individuals at any stage of life, the occupational consequences that can result and methods of adaptation to overcome those which inhibit or preclude occupational satisfaction. Topics to be addressed in this unit include: the identification of occupational issues using a lifespan approach, including roles and culture; learning theories applied to occupational performance; physical, mental and social impairment which affect occupation; person-centred approaches to enable adaptation towards individual goals; environmental adaptation of a social, political or physical nature. The students will participate in project groups, workshops, and seminars to solve occupation based case scenarios, and in experiential learning, practicum preparation, site visits and experience in the field.

**ASSESSMENT**

Small group assignment (800 words) 20%, practical report (800 words), 20%, case study (2000 words) 40%, fieldwork assignments (800 words) 20%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion. Note: students must achieve a pass in both Part A HSO205 and Part B HSO206 in order to meet the prerequisite requirements of HSO303 and HSO305.

## HSO206 – OCCUPATIONAL DEVELOPMENT, DISABILITY AND ADAPTATION B

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: HSO201*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: J Walker (S)*  
*Prerequisite: HSO102, HSO104 (or HSO101), HSO205*  
*Contact hours: Stream 1 (Academic): 1 x 2 hour lecture per week and 1 x 1 hour tutorial per week; stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This level 2 unit, which comprises both academic and practicum streams, addresses concepts related to occupational performance across the lifespan, specifically focusing on adolescence to the final stages of life. Its focus incorporates all of the features listed in HSO205, but with a focus on different age groups.

**ASSESSMENT**

Small group presentations 40%, written essay (1600 words) 40%, fieldwork assignments 20%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion. Note: students must achieve a pass in both Part A HSO205 and Part B HSO206 in order to meet the prerequisite requirements of HSO303 and HSO305.

## HSO207 – NEUROSCIENCE

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: HSE207*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: J Walker (S)*  
*Prerequisite: HBS109, HSE102, HSE208*  
*Incompatible with: HPS205, HPS675, HPS775, HSE207*  
*Contact hours: 1 x 2 hour lecture, 1 x 2 hour laboratory per week*  
*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This level 2 unit builds on the bioscience units in first year: Human Structure and Function, Functional Human Anatomy, and Integrated Human Physiology. The unit focuses on neurological processes linked to sensory, motor and autonomic systems. The content includes: central nervous system organisation and function; cortical functions such as cognition, memory, perception and language; behaviour; and developmental issues in relation to the brain and central nervous system. Case studies are used to demonstrate: the implications of conditions or lesions to various parts of the nervous system; the resulting occupational performance and behavioural implications; commonly used clinical assessment tools and potential for occupational therapy.

**ASSESSMENT**

Assessment 1: group presentation (10-12 minutes) 20%, assessment 2: written assignment (1500 words) 25%, assessment 3: examination 55% (comprising – end of trimester examination (2 hours) 45%, 10 x in-class assessment tasks throughout the Trimester 10%)

## HSO302 – RESEARCHING OCCUPATIONAL PERFORMANCE

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: M Courtney (S)*  
*Prerequisite: HBS108*  
*Contact hours: 1 x 1 hour online learning session and 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will be introduced to the fundamentals of research design, methods and approaches. It builds on previous learning in HBS108 to enable the research of occupational performance issues. It covers qualitative, quantitative and critical methods; developing research proposals; understanding environmental contexts in which research occurs; occupational performance issues in a research framework. Topics to be addressed include: formulating research questions, understanding research methods and design, collecting and generating data, analysis of statistics, outcomes, evidence and reporting; collaborative and participatory approaches to research. Teaching methods will include self-directed learning activities and scenario-based learning workshops.

### ASSESSMENT

4 online quizzes 10%, literature critique (1000 words) 30%, preparation of a research proposal (2200 words) 60%

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## HSO303 – OT EVALUATION AND EVIDENCE

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
Unit chair: K Nicola-Richmond (S)  
Prerequisite: HBS108, HSO302  
Corequisite: HSO306  
Contact hours: 1 x 3 hour seminar and 1 x 2 hour workshop per week*

*Note: This unit is taught intensively for 5 weeks. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit links occupational therapy research and practice. It emphasises accountability in practice and the application of research findings to intervention. Topics addressed in the unit include different ways of knowing; understanding and applying research approaches; personal and professional accountability; documenting and evaluating professional evidence; critical analysis of research findings; reporting and presenting; considering clinical effectiveness versus cost effectiveness; knowledge generation, quality assurance and use of clinical pathways. Students will learn

how to articulate evidence-based questions, search for evidence using library databases and critically appraise research data from the perspective of clinical effectiveness and rigor of research approach. Students will also research and present current best practice information relating to occupational therapy in various practice settings and will report their findings about approaches used in specific case scenarios. Teaching methods will include evidence-based practice resource seminars, computer-based workshops and will also draw on experiential learning in fieldwork.

### ASSESSMENT

Online quizzes 20%, literature review (2000 words) 50%, EBP case report 30%

### PRESCRIBED TEXTS

Law, M. & MacDermid, J. (2008). (Ed.) Evidence-Based Rehabilitation: A Guide to Practice (2nd ed). Thoroughfare: SLACK.

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## HSO304 – OST PRACTICUM A

*Offered at: (S)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
Unit chair: P Fay (S)  
Prerequisite: HSO302, HSO305  
Contact hours: 8 weeks of fieldwork totalling approximately 320 hours.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The first of two practicum units is aimed at students developing competence as beginning practitioners in occupational therapy. It builds on and extends competency development from fieldwork, enabling students to: apply occupational therapy reasoning processes to a range of practice situations; attain particular skills according to OT Australia professional competency requirements; discuss management issues related to practice, and demonstrate effective communication skills. It will take place in a variety of agencies/organisations within the health and related areas. As appropriate, fieldwork will be supported by additional learning experiences to assist students develop competencies, management skills and an appreciation of the need for practice to be based on evidence that can be cited and analysed.

**ASSESSMENT**

Professional practice report (2000 words) 50%, fieldwork assignment (2000 words) 50%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion.

## HSO305 – OCCUPATIONAL PERFORMANCE: EVALUATION AND INTERVENTION 1

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: H Larkin (S)*

*Prerequisite: HSO202, HSO205, HSO206*

*Contact hours: Stream 1 (Academic): 1 x 1 hour lecture plus 1 x 2 hour tutorial per week; stream 2 (Fieldwork): fieldwork comprising 1 day per week or equivalent*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit links scientific understanding of occupational performance with a range of occupational therapy case scenarios. It is designed to develop specific practice skills, according to professional competencies that underpin the profession. It covers approaches to and methods of identifying people's needs, choices, capacities and preferences within a person-centred approach leading to the collaborative identification of occupational therapy goals. The focus of the Unit includes selecting measurement tools and methods, administering occupational therapy assessments and evaluations, observation skills, developing intervention plans, report writing and case presentation. Teaching methods will include lectures, tutorials, scenario-based learning, small group discussions and experience in the field one day per week.

**ASSESSMENT**

Case report 1 (1000 words) 25%, case report 2 (1200 words) 30%, practical assessment (20 minutes) 25%, fieldwork assignment 20%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion.

## HSO306 – OCCUPATIONAL PERFORMANCE: EVALUATION AND INTERVENTION 2

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: H Larkin (S)*

*Prerequisite: HSO305*

*Contact hours: 2 x 4 hour workshops per week*

*Note: This unit is taught intensively for 5 weeks. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The second of the skill development units is aimed at learning about the design and implementation of intervention. It links theoretical models to selection, review and modification of occupational therapy programs. Topics to be addressed in this unit include: client-centred interaction and participation; reviewing evidence to identify best practice and standards; goal identification and development; innovation and problem-solving; evaluation strategies, reviewing progress, and documenting outcomes. Teaching methods will include lectures, PBL learning workshops, and small group activities.

**ASSESSMENT**

Case report 1 (1000 words) 20%, group poster presentation 25%, case report 2 (1000 words) 20%, case report 3 (1200 words) 35%

**PRESCRIBED TEXTS**

Radomski, M.V., & Trombly Latham, C.A. (2008). Occupational therapy for physical dysfunction (6th ed). Philadelphia: Lippincott, Williams & Wilkins.

## HSO307 – PSYCHOSOCIAL INFLUENCES ON OCCUPATIONAL PERFORMANCE

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Pepin (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

In this unit students will develop their understanding of occupational performance in a psychosocial context throughout the lifespan. It links scientific understanding and knowledge of diverse psychosocial conditions with occupational performance. It covers approaches to, and methods of, identifying people's needs, choices, capacities and preferences within a person-centred approach fostering recovery and leading to the collaborative identification of specific intervention and practice goals. Topics to be addressed include: describing and understanding common psychosocial and mental health conditions, selecting measurement tools and methods, administering occupational therapy assessments and evaluations, developing observation skills, developing intervention plans, report writing and case presentation. Teaching methods will include lectures, tutorials, scenario-based learning and small group discussions.

**ASSESSMENT**

Reflective essay (1200 words) 30%, case report (1200 words) 30%, practical exam (30 minutes) 40%

**PRESCRIBED TEXTS**

Stoffel, V.C. & Brown, C. (2011). Occupational Therapy in Mental Health a Vision for Participation. Philadelphia, PA: F.A. Davis.

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## HSO401 – OT PRACTICE KNOWLEDGE AND REASONING

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: G Pepin (S)*  
*Prerequisite: HSO303, HSO305 and HSO306*  
*Corequisite: HSO403*  
*Contact hours: 1 x 4 hour seminar per week*

*Note: This unit is taught intensively for 5 weeks. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides a broad understanding of occupational therapy in practice situations. It covers the selection and application of OT theoretical models, the use of occupation-based processes to problem solve, articulation of occupational goals related to occupational therapy practice, reflecting on personal approaches to theoretical directions and clinical reasoning, and time management, needs analysis, budgeting, and marketing. Topics addressed in this

unit include the development of innovations in a range of occupational therapy practice situations, and draws on experiences already gained through prior academic and fieldwork learning. Students will form a team, work together, develop leadership skills and design an innovative intervention program for a clientele of their choice. Teaching will be face to face and highly interactive with sessions arranged as a series of seminars that will involve lectures, discussions, presentations and learning tasks in small groups.

**ASSESSMENT**

Reflective essay (2000 words) 50%, OT practice innovations 50% (comprising oral presentation 20%, report (2000 words total – collaborative group task 25% and participation in group work 5%)

**PRESCRIBED TEXTS**

Braveman, B. (2006). Leading and managing occupational therapy services: An evidence-based approach. Philadelphia, PA: F.A. Davis Company.

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## HSO402 – OCCUPATION: ENABLING ACTION AND OUTCOMES

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy*  
*Unit chair: G Pepin (S)*  
*Prerequisite: HSO401, HSO403*  
*Corequisite: HSO404*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an opportunity for students to build on prior academic and fieldwork learning to develop action plans to enable occupational health for individuals and communities and to take on educational roles. It will assist them to use empowering, advocating, mediating and enabling approaches as well as current and projected approaches adopted by occupational therapists. Topics addressed in this unit include principles that underpin enabling occupational therapy processes, social justice and equity, and links to clinical reasoning. The unit covers identification of outcomes in client-centred occupational approaches, occupation for health as a community issue in urban, rural and remote environments, and identification of outcomes as a professional and new occupational therapy graduate. Teaching methods include seminars, PBL/OBL workshops, lectures and experiential learning.

**ASSESSMENT**

Reflective essay (1200 words) 30%, case study (1200 words) 30%, report on educational role (group or individual assignment) (1600 words) 40%

**HSO403 – OCCUPATION: ENVIRONMENTS AND TECHNOLOGY**

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
*Unit chair:* R Schmidt (S)  
*Prerequisite:* HSO305, HSO306  
*Corequisite:* HSO401 or HSO411  
*Contact hours:* 1 x 3 hour seminar plus 1 x 4 hour practical session/site visit per week

*Note:* This unit is taught intensively for 5 weeks.  
*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the application of assistive technology as a performance facilitator to enhance people's occupational and social lives. This unit builds on previous learning related to human performance and competencies developed within occupational science and person-centred assessments gained through fieldwork. The unit applies two specifically designed theoretical frameworks that apply person-centred principles to assistive technology prescription. The Matching Person to Technology (MPT) and Human Activity Assistive Technology (HAAT) frameworks will be applied to dig deeply into some complex consumer scenarios to understand the factors that enhance assistive technology engagement (and adaptive strategies) and to understand the issues surrounding technology abandonment. This unit situates the occupational therapy role of assessment, prescription, technology selection and advocacy in the process of matching consumer needs with their environmental demands across all life domains. The design of this unit is based on a multidisciplinary approach informed by a consumer-directed engagement with assistive technology that enables a person's occupational and community participation. Teaching methods will include case scenario workshops, resource sessions, web-based resources, site visits, practical assistive technology demonstrations and skill and competency development.

**ASSESSMENT**

Resource evaluation (1000 words) 30%, group presentation 30%, case study (2000 words) 40%

**HSO404 – CRITICAL ANALYSIS OF OCCUPATIONAL ISSUES**

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
*Unit chair:* L Adamson (S)  
*Prerequisite:* HSO401, HSO403  
*Corequisite:* HSO402

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

In this unit research and analytical skills are applied to the broader contexts of occupation and occupational therapy practice. Content includes sociopolitical perspectives, community development and empowerment, contemporary occupational issues in society, analysis of occupational therapy models and trends in terms of contemporary social and occupational issues, and strategies to address contemporary occupational issues to promote occupational health. Topics addressed in this unit include identifying trends in occupational therapy practice, reviewing and critiquing professional directions, strategies for critical reflection and analysis, identifying current issues related to occupation and health, developing individual and group responses to occupational issues, and promoting occupational health – design and management of change. Teaching methods will include group forums, resource sessions and lectures.

**ASSESSMENT**

Critical analysis (800 words) 20%, essay (800 words) 20%, group presentation (2400 words) 60%

**HSO405 – OST PRACTICUM B**

*Offered at:* (S)  
*Credit point(s):* 2  
*Offerings:* Trimester 1

*EFTSL value:* 0.250  
*Cohort rule:* This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy  
*Unit chair:* K Nicola-Richmond (S)  
*Prerequisite:* HSO306, HSO304  
*Contact hours:* 8 weeks of fieldwork totalling approximately 320 hours

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The second of two practicum units aimed at students developing competence as beginning practitioners in occupational therapy. It builds on and extends competency development from earlier fieldwork enabling students to apply occupational therapy reasoning processes to a range of practice situations; complete the attainment of particular skills according to OT Australia professional competency requirements; develop management skills related to practice; demonstrate effective professional communication skills; reflect on learning outcomes for their studies. Students will learn to self-evaluate; and discuss their individual professional capabilities according to OT Australia accreditation, be professionally accountable, and articulate professional and personal frames of reference related to occupational therapy practice. It will take place in a variety of agencies/organisations within the health and related areas. Tutorials/seminars will be integral to assist students with the development of appropriate competencies, management skills, and an appreciation of the need for practice to be based on evidence that can be cited and analysed.

### ASSESSMENT

Evidence-based practice report (2000 words) 50%, fieldwork assignment (2000 words) 50%. Failure of a fieldwork component in the Bachelor of Occupational Therapy will normally lead to exclusion.

## HSO410 – HONOURS RESEARCH PROJECT

*Offered at: (S)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy (Honours)  
Unit chair: K Stagnitti (S)  
Prerequisite: HBS108, HSO302, HSO411  
Corequisite: HSO412, HSO414*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The Research Project aims to provide students with the opportunity to pursue, under supervision, an independent investigation and to complete a minor thesis. This unit enables the students to collect and

analyse data, to complete a research project, and to present findings in oral and written forms. Students will make appropriate preparation for data collection including contact with participants as appropriate; engage in data collection, data management and analysis; reflect on their role as researchers; update the review of pertinent literature; complete their data collection and analysis, draft and finalise their thesis document.

### ASSESSMENT

Thesis (10 000 words) 100%

## HSO411 – OT PRACTICE KNOWLEDGE AND REASONING

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy (Honours)  
Unit chair: K Stagnitti (S)  
Prerequisite: HSO302, HSO303, HSO305, HSO306  
Corequisite: HSO403  
Incompatible with: HSO401*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a broad understanding of occupational therapy in research situations. Students study research methods to a level of critical analysis and begin to build in their own personal frames of reference to the Occupational Therapy research process. It covers the selection and application of OT theoretical models, the use of occupation-based processes to problem solve, articulation of occupational goals related to occupational therapy research, reflect on personal approaches to research directions using clinical reasoning, time management, needs analysis, costing of projects, and marketing. Topics addressed in this unit include selecting and applying theoretical frameworks, developing research questions, planning and documentation, the research process, occupation-based reflective processes, reasoning and practice, personal frames of reference, professional communication and teamwork, management skills and knowledge, financial planning and implementation, and interdisciplinary, ethical and legal contexts of research and management. Teaching methods will include PBL case learning workshops, and profession specific skill and competency development.

**ASSESSMENT**

Oral presentation (20 minutes and 10 minutes questions) 25%, written assignment (3000 words) 50%, ethics submission to Deakin Ethics Committee 25%. This assignment to reflect the University ethics form.

**HSO412 – OCCUPATION: ENABLING ACTION AND OUTCOMES**

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy (Honours)*  
*Unit chair: K Stagnitti (S)*  
*Prerequisite: HSO302, HSO411, HSO403*  
*Corequisite: HSO414, HSO410*  
*Incompatible with: HSO402*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an opportunity for students to develop action plans to enable health giving occupation for individuals and communities. It will assist them to use empowering, advocating, mediating and enabling approaches as described by WHO, and current and projected approaches adopted by occupational therapists. Links to management theories and leadership perspectives of practice are explored. Topics addressed in this unit include principles that underpin enabling processes, social justice and equity particularly in regard to the relationship between occupation and health, management, legal and ethical issues. The unit covers enabling action, identifying outcomes in client centred occupational approaches, occupation for health as a community issue in urban, rural and remote environments, mutual respect, networking and negotiation, purposeful planning and action for change, quality improvement and accountability, negotiation and conflict resolution contexts of trauma, stress, social and occupational justice, applying social ecology and occupational reasoning to community development. Teaching methods include seminars, PBL/OBL workshops, lectures, and experiential learning.

**ASSESSMENT**

Written assignment preparing the design of the research (3000 words) 60%, reflective piece on becoming a researcher (1500 words) 40%

**HSO414 – CRITICAL ANALYSIS OF OCCUPATIONAL ISSUES**

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: This unit is only available to students enrolled in H355 Bachelor of Occupational Therapy (Honours)*  
*Unit chair: K Stagnitti (S)*  
*Prerequisite: HSO411, HSO403*  
*Corequisite: HSO412, HSO410*  
*Incompatible with: HSO404*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit research and analytical skills are applied to the broader contexts of occupation and occupational therapy practice. Content includes socio-political perspectives, community development and empowerment, contemporary occupational issues in society, analysis of occupational therapy models and trends in terms of contemporary social and occupational issues, and strategies to address contemporary occupational issues to promote occupational health. Topics addressed in this unit include identifying trends in occupational therapy practice, reviewing and critiquing professional directions, strategies for critical reflection and analysis, identifying current issues related to occupation and health, developing individual and group responses to occupational issues, and promoting occupational health: design and management of change. Teaching methods will include group forums, resource sessions and lectures.

**ASSESSMENT**

Oral presentations 20%, critical analysis in the form of journal manuscript with background literature and method 20%, critical analysis in the form of a journal manuscript with background literature, method, results. discussion and conclusion 60%

**HSW101 – INTRODUCTION TO SOCIAL WORK: SOCIAL WORK THEORY AND PRACTICE A**

*Offered at: (CBD, S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

Previously coded as: ASK101

Unit chair: S Nipperess (S)

Incompatible with: HSH114

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to introduce students to aspects of the history and current context of social work practice, and to begin to develop an appreciation of the role of social work and the human services generally. The unit is descriptive and informative in helping to unfold for students the diversity of the social work field and its history. It is also critical and interpretive. The unit also provides an introduction to the different disciplinary aspects of the social work program and how they fit together in the study of social work.

### ASSESSMENT

Coursework assignment (1500 words) 40%, coursework assignment (2500 words) 60%

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## HSW111 – THEORIES FOR SOCIAL WORK PRACTICE: SOCIAL WORK THEORY AND PRACTICE B

Offered at: (S, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Previously coded as: ASK111

Unit chair: A Carrington (S)

Recommended: It is desirable that students have completed ASK101 or HSW101.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to provide students with an introduction to a broad range of theories which inform social work practice. The unit goes beyond developing an understanding of social work theory to develop skills in applying theory to understand and intervene with individuals, communities and society.

### ASSESSMENT

Assignment 1 – essay (2000 words) 50%, assignment 2 – essay (2000 words) 50%

## HSW118 – SOCIAL WORK METHODS IN CONTEXT: SOCIAL WORK THEORY AND PRACTICE C

Offered at: (S, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: S Nipperess (S)

Prerequisite: HSW101

Contact hours: 1 hour lecture and 1 hour tutorial per week

Note: Online teaching methods require computer access. Please refer to the most current computer specifications.

### CONTENT

This unit examines the role of social work across a number of fields of practice. With a focus on mental health, it explores the construction of complex personal and social problems; methods of social work practice; social work values and attitudes; service user perspectives and experiences; and the context of service delivery. The unit aims to build on and extend students' understanding of critical social work theory and practice.

### ASSESSMENT

Assignment 1 (2000 words) 50%, assignment 2 (2000 words) 50%

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## HSW212 – SOCIAL WORK PROCESSES AND INTERVENTIONS: SOCIAL WORK THEORY AND PRACTICE E

Offered at: (S, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Previously coded as: ASK212

Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (A330 or H330)

Unit chair: S Goldingay (S)

Prerequisite: Must have completed all level 1 HSW coded core units.

Recommended: It is desirable to have completed HSW221 and HSW235.

Contact hours: Attendance at a weekend residential workshop is an expectation but in exceptional circumstances students should contact the unit chair about alternative ways of meeting this requirement.

*On campus students are expected to attend a minimum of 90% of classes, or must contact the unit chair for alternative ways of meeting this requirement.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds on the work undertaken in ASK111/ HSW111 and will centre on the competency requirements for social work practice. It will be conducted in workshop format focusing on the development of self-awareness, listening and communication skills, basic interviewing skills, beginning assessment and case planning skills. Practice skill development and analysis of professional values and ethics will be integral to the unit.

### ASSESSMENT

Case scenario video (15 minutes) and reflection and theoretical analysis (1500 words) 60%; case-plan (social work report) and theoretical analysis (1600 words) 40%

### PRESCRIBED TEXTS

Maidment, J. & Egan, R. (eds.) (2009) Practice Skills for Social Work & Welfare. More than just common sense. Second Edition. Allen & Unwin. Crows Nest.

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## HSW219 – SELF AND SOCIETY

*Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: M Furlong (S)  
Incompatible with: HSW112*

*Note: Online teaching methods require computer access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an overview of theories about the social construction of the self. It will ground these theories in an analysis of human development across the life course in the context of the major social divisions in society. The unit will examine theoretical frameworks for understanding how the experiences of oppression and domination are internalized; humanism, personal growth and alienation; psychoanalytical theory, politics and the psyche; material conditions, social practices and lived experience; feminism, psychology and gendered subjectivities; postmodernism, discourse and subjectivity; the social construction of childhood; spirituality, ageing and

diversity and ecopsychology, nature and the ecological self.

### ASSESSMENT

Assignment 1 – four reflective journals (2000 words) 50%, assignment 2 (2000 words) 50%

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## HSW221 – SOCIAL WORK RESEARCH IN ETHICAL AND POLITICAL CONTEXTS

*Offered at: (CBD, S, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R Shuttleworth (S)  
Prerequisite: or corequisite: ASK101 or HSW101 and ASK111 or HSW111*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to demystify social research by showing how it is a formal process of social inquiry which builds on the ways in which we daily inquire into social events and construct everyday knowledge about what we need to know. The approach taken is that there are different ways of knowing, which influence how we understand social problems and formulate research questions. Students will be introduced to the basics of research design for social work practice. This includes an overview of a range of research methods and approaches. The unit also shows how 'research' is an important part of the relationship between 'theory' and 'practice', in all its forms: as direct service, policy and program development and evaluation. The unit provides a basis for ASK322/HSW322.

### ASSESSMENT

Assignment 1 comprises a literature review (1000 words) and compiling an index of the literature review research 40%, assignment 2 is a discussion of key issues in preparing a research proposal (3000 words) 60%

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## HSW235 – COMMUNITY DEVELOPMENT: SOCIAL WORK THEORY AND PRACTICE D

*Offered at: (B, CBD, S, X)  
Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: ASK235*

*Unit chair: D Ashworth (S)*

*Incompatible with: HDS303*

*Note: A part of the pedagogy in this unit requires students to participate with DSO entries (at least one a week).*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Community development work assists community groups to determine their own needs and to obtain resources to meet those needs. Community development is a form of practice, a broad philosophical and political approach which focuses on collective efforts to improve community wellbeing, and is based on a critical understanding of inequality in our sociopolitical structures. The unit aims to provide an understanding of community development theory and practice perspectives, to present different models of community work and to critically analyse the value and ideological underpinnings of community development practice. This unit is relevant for students across a number of professional practice areas.

### ASSESSMENT

Essay (2000 words) 50%, options paper (2000 words) 50%

## HSW313 – ANTI-OPPRESSIVE APPROACHES TO SOCIAL WORK: SOCIAL WORK THEORY AND PRACTICE F

*Offered at: (S, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: ASK313*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (A330 or H330)*

*Unit chair: N Hosken (S)*

*Prerequisite: ASK314 or HSW314 (or equivalent practice experience approved by the unit chair, provided students have completed all level 1 and level 2 HSW coded core units)*

*Contact hours: There will be a compulsory residential workshop for all off-campus students. Attendance at this workshop is a hurdle requirement necessary to pass this unit. On-campus students are expected to attend a minimum of 90% of classes.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit links anti-oppressive theories and empowerment perspectives to social work practice. It develops counselling, intervention and assessment skills and focuses on particular social work settings and specific client groups. The unit aims to develop specific skills in working with children, families, people from culturally and linguistically diverse backgrounds, Aboriginal communities, people who experience a disability, women, men, victims and offenders. In addition, we will be exploring specific issues such as drug and alcohol use, and grief and loss. Social work theory, values and ethics will be integral to this practice unit. Flexible modes of teaching will be employed, including role plays and video work.

### ASSESSMENT

Live role-play (12-15 minutes) for on-campus students, video role-play for off campus students 50%, essay (2000 words) 50%.

## HSW314 – SOCIAL WORK FIELD EDUCATION A

*Offered at: (CBD, S, X)*

*Credit point(s): 4*

*Offerings: Trimester 1*

*EFTSL value: 0.500*

*Previously coded as: ASK314*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (A330 or H330)*

*Unit chair: N Hosken (S)*

*Prerequisite: Completion of all level 1 and level 2 HSW coded core units and MLS231*

*Note: Aside from its national focus through the off-campus mode, the course was established to service many rural areas in Australia and has a strong rural focus. For this reason it is expected that students will have one placement which has a rural focus – i.e. one where clients and/or workers face issues related to rurality such as isolation and lack of access to services. Students are required to undertake pre-placement preparation (two day workshop for those residing in Victoria; teleconference for those residing interstate). These pre-placement workshops must be completed prior to going on placement and will take place at the start of each trimester.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In consultation with their academic and field educators, students are expected to develop an individualised educational plan for the practicum. This plan should be designed so that they are able to demonstrate that they have begun to master the Australian Association of Social Workers (AASW) practice standards by working with selected clientele and sharing in selected aspects of the associated work of the agencies in which they are placed. Students will be expected to reflect critically on day-to-day experiences in practicum, explore issues and make verbal and written presentations to peers, colleagues and mentors. Students are required to attend three integration seminars on campus or respond on a weekly basis to discussion questions on DSO.

**ASSESSMENT**

70 days (490 hours) of practicum (field placement) in a social or community service agency or program; critical incident report (1500 words); completion of weekly reflective journal for discussion in professional supervision.

Students and field educators need to complete and submit mid placement and final placement assessment documents using the Deakin BSW field placement assessment formats.

The practicum is ungraded and students will receive either a pass or fail grade.

in which social policy responds, or fails to respond, to diversity. The unit also aims to demonstrate the links between social policy and social work practice, so that graduates may be better informed about the policy contexts that influence their practice.

**ASSESSMENT**

Essay (1500 words) 40%, essay (2500 words) 60%

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## HSW322 – APPLIED SOCIAL RESEARCH IN ETHICAL AND POLITICAL CONTEXT

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: ASK322*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (A330 or H330)*

*Unit chair: R Shuttleworth (S)*

*Prerequisite: ASK221 or HSW221 and ASK314 or HSW314 (or appropriate experience in human services organisations as approved by the unit chair)*

*Note: This unit is offered as a wholly online unit in Deakin Studies Online (DSO).*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## HSW316 – CRITICAL SOCIAL POLICY

*Offered at: (S, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: ASK316*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (A330 or H330)*

*Unit chair: A Carrington (S)*

*Prerequisite: ASK314 or HSW314 (or substantial relevant human service workplace experience as negotiated with the unit chair)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In the present climate of the redistribution of resources, many individuals, groups and communities experience powerlessness and inequality. Underlying this is a dominant discourse that has marginalised social policy in favour of economic rationalism. The aim of this unit is to present an approach to social policy in Australia which critically addresses the dominance of the economic over the social and highlights ways

**CONTENT**

The unit aims to develop students' research skills as another social work method or approach, through an understanding of research as applied in evaluation and needs assessment. The unit shows how applied research through evaluation and needs assessment is linked to policies, programs and modes of practice (case work, group work and community work), and can facilitate change through identifying gaps in services and evaluating the appropriateness, effectiveness and efficiency of existing policies, programs and practices. The unit will introduce students to approaches, designs and methods that can be applied through appropriate research to enhance social work practice and to achieve social change.

**ASSESSMENT**

Outline of research proposal and literature review (evaluation or needs assessment -1500 words) 40%, proposal (2500 words – and appended literature review) 60%

**PRESCRIBED TEXTS**

DePoy, E & Gilson, SF (2003), *Evaluation Practice: Thinking and Action Principles for Social Work Practice*, Brooks/Cole: Thomson Learning, California, USA.



Royse, D, Thyer, BA & Padgett, DK (2010), Program Evaluation: An Introduction, 5th edn, Brooks/Cole: Thomson Learning, California, USA.

placement assessment documents using the Deakin BSW field placement assessment formats. The student is not awarded a specific grade for this assignment, as the placement is graded as a whole, on a pass/fail basis.

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## HSW331 – PRACTICUM IN HEALTH AND SOCIAL DEVELOPMENT

*Offered at: (S)*

*Credit point(s): 4*

*Offerings: Trimester 1 (subject to availability), Trimester 2 (subject to availability)*

*EFTSL value: 0.500*

*Unit chair: N Hosken (S)*

*Prerequisite: Students must be enrolled in a course in their home institution which qualifies them to work as a social worker. They will have completed at least two years of social work studies at their home institution including preparation for placement. It is expected that students will have undertaken studies in social work theory and practice, communication skills, psychology, sociology and social policy. It is preferable that students have undertaken at least one social work placement in their own country.*

*Incompatible with: HSW314, HSW415*

*Note: Unit is only offered to international exchange students.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In consultation with their academic and field educators, students are expected to develop an individualised educational plan for the practicum. This plan should be designed so that they will be able to give evidence that they have begun to master the Australian Association of Social Workers practice standards of competency for social workers by working with selected clientele and sharing in selected aspects of the associated work of the agencies in which they are placed. Students will be expected to reflect critically on day-to-day experiences in the practicum, explore issues and make verbal and written presentations to peers, colleagues and field educators. Students are required to attend three integration seminars on campus or respond on a weekly basis to discussion questions on DSO.

### ASSESSMENT

70 days (490 hours) of practicum (field placement) in a social or community service agency or program. The hourly requirement includes on-campus attendance at 3 integration seminars and a series of seminars examining Australian and International contexts for social work learning and practice. A 1500 word critical incident report is required. Students and field educators need to complete and submit mid-placement and final

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## HSW332 – COMPARATIVE SOCIAL POLICY IN AN INTERNATIONAL CONTEXT

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 (subject to availability)*

*EFTSL value: 0.125*

*Unit chair: N Hosken (S)*

*Prerequisite: ASC101, ASC102, AIP107, AIP230, ASC204, MLS231, HSW221 or equivalent*

*Corequisite: HSW333 and one other 1 credit point unit*

*Note: Unit is offered only to international exchange students.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to understand and appreciate the socio-cultural and political contexts in which social problems are identified and social policies are developed as responses to social problems.

Topics to be addressed in this unit include: the meaning of comparative social policy; global and local connections in relation to social problems and social policy responses; a critical approach to difference and diversity that is involved in undertaking comparisons between social policies in different contexts; the positioned learner (experiential learning and the challenges).

### ASSESSMENT

Travel diary (1500 words) 30%; weekly discussion for one hour 10%; assignment/essay (2500 words) 60%

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## HSW333 – INTERNSHIP IN HEALTH AND SOCIAL DEVELOPMENT

*Offered at: (S)*

*Credit point(s): 2*

*Offerings: Trimester 1*

*EFTSL value: 0.250*

*Unit chair: B Crisp (S)*

*Prerequisite: Students will have completed at least two years of social work studies in their home institution, including at least one unit of research methods.*

*Incompatible with: HSW314, HSW331*

*Note: Unit is offered only to international exchange students.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit offers international exchange students the opportunity to gain first hand experience of social work research in Australia as well as an opportunity to compare social work practice between the students' own country and Australia. The internship consists of a placement in a mutually arranged, supervised position which may be either in the university or in a social work agency where students will ideally undertake a project in the workplace and report on it both to the host organisation and the faculty supervisor. As such this unit offers international students the opportunity to complete their honours or degree projects in Australia. Students will have the opportunity to receive feedback on their project prior to submission for marking.

### ASSESSMENT

Oral presentation 10%, preparation of one research report (8 000 – 10 000 words) 90%

## HSW402 – CRITICAL APPROACHES TO SOCIAL WORK: SOCIAL WORK THEORY AND PRACTICE G

*Offered at: (CBD, S, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: ASK402*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work or Bachelor of Social Work (Honours)*

*Unit chair: S Goldingay (S)*

*Prerequisite: ASK313 or HSW313*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop students' generic skills and practice theories for ongoing professional development in the workplace. It takes a critical reflective approach and explores what some of the newer developments in social theory (feminism, critical postmodernism) offer in drawing up frameworks and strategies for critical practice. The unit also aims to assist students

to develop ways of dealing with complex settings and issues, and to develop a process and framework for continuing learning from their own practice. Students will be asked to discuss critical incidents from their own practice experience to explore their own processes of theory/practice development.

### ASSESSMENT

Power point presentation (8 slides) 20%, essay 1 (1500 words) 40%, essay 2 (1500 words) 40%

## HSW415 – SOCIAL WORK FIELD EDUCATION B

*Offered at: (S, X)*

*Credit point(s): 4*

*Offerings: Trimester 2*

*EFTSL value: 0.500*

*Previously coded as: ASK415*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (A330 or H330)*

*Unit chair: N Hosken (S)*

*Prerequisite: Completion of all Social Work core units from levels 1 to 4*

*Note: Aside from its national focus through the off-campus mode, the course was established to service many rural areas in Australia and has a strong rural focus. For this reason, it is expected that students will undertake at least one placement which has a rural focus.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In consultation with their academic and field educators, students are expected to develop an individualised educational plan for the practicum. This plan should be designed so that they will be able to give evidence that they have begun to master the Australian Association of Social Workers practice standards of competency for social workers by working with selected clientele and sharing in selected aspects of the associated work of the agencies in which they are placed. Students will be expected to reflect critically on day-to-day experiences in the practicum, explore issues and make verbal and written presentations to peers, colleagues and mentors. Students are required to attend three integration seminars on campus or respond on a weekly basis to discussion questions on DSO.

### ASSESSMENT

70 days (490 hours) of practicum (field placement) in a social or community service agency or program; critical incident report (1500 words). Students and field educators need to complete and submit mid-placement

and final placement assessment documents using the Deakin BSW field placement assessment formats. The practicum is ungraded and students will receive either a pass or fail grade.

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## HSW434 – ADMINISTRATION AND POLICY DEVELOPMENT: THE ORGANISATIONAL CONTEXT

*Offered at: (CBD, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: ASK434*  
*Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (A330 or H330)*  
*Unit chair: A Carrington (S)*  
*Prerequisite: HSW314 (or appropriate experience in a human services organisation as approved by the unit chair)*

*Note: This unit is offered in off campus mode only and requires that students have internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit relates professional social work practice to organisational theory, models of administration and management, and the domain of industrial relations, paying particular attention to the public sector and to human services delivery systems. Organisational forms in which social workers operate will be discussed, including the different levels of government and the non-government sector. The work context for social work practice will be analysed and a number of critiques of the established order presented, including radical change models and feminist analysis of bureaucracies. Social control functions of public welfare will be highlighted as well as issues relating to social justice and public welfare.

### ASSESSMENT

Essay on organisational theory (2000 words) 50%,  
 Powerpoint presentation on organisational change 50%

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## HSW452 – WORKING IN UNCERTAINTY: SOCIAL WORK THEORY AND PRACTICE H

*Offered at: (CBD, S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: ASK452*  
*Cohort rule: This unit is only available to students enrolled in the Bachelor of Social Work (A330 or H330)*  
*Unit chair: M Furlong (S)*  
*Prerequisite: Completion of all Social Work core units from levels 1-3. (HSW314 as a prerequisite may be waived due to substantial relevant human service workplace experience as negotiated with the unit chair.)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to help graduating students develop a vision of the professional social work role and identity within contexts of change (at local, national and international levels) and uncertainty. What challenges currently face social work, and how can we work proactively within changing contexts of practice? Topics include: globalisation; the professions in context (professional identity, managerialism, case management, industrial issues); technological developments and their effects on practice; post-colonialism and social movements (human rights, identity politics, work with migrants/refugees); social development and international social work; diversity and inclusivity; citizenship and the nature of community; ethics; lifelong learning and the contemporary professional; envisioning contemporary social work in uncertainty.

### ASSESSMENT

Essay (1500 words) 40%, short essay (2500 words) 60%

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## HSW456 – HONOURS RESEARCH PROJECT IN SOCIAL WORK A

*Offered at: (S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: ASK455*  
*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (Honours) stream*  
*Unit chair: S Goldingay (S)*  
*Prerequisite: Completion of all 24 credit points from years 1-3 of the course. Acceptance into Bachelor of Social Work (Honours) results from an invitation to join the Honours program at the end of the year preceding entrance to the final 8 credit points of the course.*

*Note: The units replacing HSW455 have been split into two parts: Part A HSW456 and Part B HSW457*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students are required to negotiate a topic with a member of the social work staff, complete a supervised research project and submit a research thesis at the end of the year of enrolment in the Honours program.

### ASSESSMENT

Refer to HSW457

## HSW457 – HONOURS RESEARCH PROJECT IN SOCIAL WORK B

*Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: ASK455*

*Cohort rule: This unit is available only to students enrolled in the Bachelor of Social Work (Honours) stream*

*Unit chair: S Goldingay (S)*

*Prerequisite: Completion of all 24 credit points from years 1-3 of the course and HSW456*

*Note: The units replacing HSW455 have been split into two parts: Part A HSW456 and Part B HSW457.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students are required to negotiate a topic with a member of the social work staff, complete a supervised research project and submit a research thesis at the end of the year of enrolment into the Honours program.

### ASSESSMENT

Preparation of one research thesis (8000 – 10 000 words) 100%

## HSW701 – AUSTRALIAN SOCIAL WORK IN AN INTERNATIONAL CONTEXT

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Nipperess (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to aspects of the history and current context of social work practice, and to begin to develop an appreciation of the role of social work and the diversity of the field in both Australia and overseas. This unit will provide students with an overview of social work processes and encourages students to engage with debates and to identify those factors which have contributed to their beliefs and attitudes towards a range of aspects and stakeholders involved in social welfare provision.

### ASSESSMENT

report (2500 words) 50%, essay (2500 words) 50%

## HSW702 – UNDERSTANDING CARE AND RISK

*Offered at: (X, CBD)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Shuttleworth (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will develop an awareness of how 'care' and 'risk' are conceptualised within theoretical, legal, social, policy and organisational contexts and their political and ethical consequences for practice. Students will appreciate that the idea of 'the risk society' reconceptualises more traditional ideas of 'control' in professional practice, and their consequences for 'care', 'protection' and social justice and recognise that 'care' and 'risk' are integrally related, and co-exist in all professional practice contexts.

**ASSESSMENT**

Essay 1 (2000 words) 40%, essay 2 (3000) 60%

**HSW703 – BECOMING A SOCIAL WORKER**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Goldingay (S)*

*Contact hours: Attendance at a weekend residential workshop is an expectation but in exceptional circumstances students should contact the unit chair about alternative ways of meeting this requirement.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide students with an opportunity to learn about micro-skills and models for practice along with a range of accompanying theoretical perspectives. These perspectives will include critical theory and anti-oppressive practice, systems theory and strengths-based practice. The unit will include a case study approach throughout the trimester, where students engage with client/family scenarios that involve development of direct practice, group work and family work skills.

**ASSESSMENT**

Case scenario video (15 minutes) and 1500 word micro skill and theoretical analysis 50%, group project presentation online 40%, DSO participation 10%

**HSW704 – RECONSTRUCTING PROFESSIONAL PRACTICE**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in H703 Master of Social Work*

*Unit chair: M Furlong (S)*

*Prerequisite: Completion of all HSW coded units in course (except HSW715) and completion of at least two other units.*

*Corequisite: HSW715*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to help graduating students develop a vision of the professional social work role and identity within contexts of change. This will involve students undertaking a project which will integrate their learning throughout the Master of Social Work. This project will be in two parts. One part will require students to identify a personal theory of practice and the second will be to develop a plan for continuing professional education.

**ASSESSMENT**

Written assignment (3000 words) 60%, written assignment (2000 words) 40%

**HSW705 – CHALLENGING POVERTY AND SOCIAL EXCLUSION**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: B Crisp (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Given the close correlations between poverty, social exclusion and uptake of social work services, this unit provides underpinning knowledge which will be applicable in all aspects of social work practice including direct practice, community development, policy analysis and research. The focus on poverty and social exclusion also reflects ongoing policy initiatives of governments which find expression in policies for social inclusion and social justice in areas such as health, education, employment, housing and criminal justice as well as social welfare.

**ASSESSMENT**

Essay (2000 words) 40%, report (3000 words) 60%

**PRESCRIBED TEXTS**

Taket, A., Crisp, B.R., Nevill, A., Lamaro, G., Graham, M. and Barter-Godfrey, S. (eds) (2009) *Theorising Social Exclusion*. Abingdon: Routledge

## HSW707 – ADDRESSING VIOLENCE AND ABUSE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Carrington (S)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will give students an introduction to different forms of violence and abuse. Students will examine the social and political underpinnings of violence in society, with particular attention to their gendered and intersectional dimensions. It will provide an overview of definitions and causes of violence and abuse and it will explore interventions at the individual and social levels. Students will explore ways in which they can support survivors, work with perpetrators and develop strategies for preventing violence and abuse.

### ASSESSMENT

Essay 1 (2500 words) 50%, essay 2 (2500 words) 50%

## HSW714 – PROFESSIONAL PRACTICE IN SOCIAL WORK A

*Offered at: (X, CBD)*  
*Credit point(s): 3*  
*Offerings: Trimester 2*

*EFTSL value: 0.375*  
*Cohort rule: This unit is only available to students enrolled in H703 Master of Social Work*  
*Unit chair: D Ashworth (S)*  
*Prerequisite: At least four units including HSW701, HSW703 and one other HSW7xx coded unit.*  
*Corequisite: HSW702*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide opportunities for students to integrate theory with practice and develop the required skills and knowledge base to meet the Association of Social Workers Practice Standards (2003). The content of this unit will be largely shaped by the context in which the field placement is undertaken. Even so there are generic areas that will be covered during all field placements, either through engagement with direct

client work, in professional supervision, on DSO or during informal dialogue with agency personnel.

### ASSESSMENT

Ungraded Pass (UP) or Fail is used for this unit which will require for UP successful completion of:

- 70 days supervised field practicum in an agency setting
- Critical incident report (1500 words)
- Regular journaling using critical reflection
- Participation on weekly DSO discussion

## HSW715 – PROFESSIONAL PRACTICE IN SOCIAL WORK B

*Offered at: (X)*  
*Credit point(s): 3*  
*Offerings: Trimester 2*

*EFTSL value: 0.375*  
*Cohort rule: This unit is only available to students enrolled in H703 Master of Social Work*  
*Unit chair: D Ashworth (S)*  
*Prerequisite: Completion of all units in course H703 except HSW704*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide opportunities for students to integrate theory with practice and develop the required skills and knowledge base to meet the Association of Social Workers Practice Standards (2003). The content of this unit will be largely shaped by the context in which the field placement is undertaken. Even so there are generic areas that will be covered during all field placements, either through engagement with direct client work, in professional supervision, on DSO or during informal dialogue with agency personnel.

### ASSESSMENT

Ungraded Pass (UP) or Fail is used for this unit which will require for UP successful completion of:

- 70 days supervised field practicum in an agency setting
- Critical incident report (1500 words)
- Regular journaling using critical reflection
- Participation on weekly DSO discussion

## MAA103 – ACCOUNTING FOR DECISION MAKING

*Offered: Trimester 1 (B, G, W, X), trimester 2 (B), trimester 3 (B, X)*

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: R Ryan (Trimester 1 and 3), T McDowall (Trimester 2)*

*Coordinator: R Ryan (B – Trimester 1), L O'Neill (G), B Lynch (W, X), T McDowall (B – Trimester 2)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit covers: the impact of accounting; accounting reports; introduction of the accounting equation; classification; analysis and summarisation of transactions; accounting systems and internal control; the management decision-making process; cost concepts for management decisions; importance of budgets in the decision-making process; management of financial resources; techniques to analyse statements; limitations; evaluating performance; evaluating financial position.

### ASSESSMENT

Test (online) 10%, Written Assignment (individual or group/2-3 students) 1800-2000 words 30%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Test (online) 10%, Written Assignment (individual or group/2-3 students) 1800-2000 words 30%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA261 – FINANCIAL ACCOUNTING

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X), trimester 2 (B, X), trimester 3 (B, X)*

*EFTSL value: 0.125*

*Previously coded as: MAA203*

*Cohort rule: Nil*

*Unit chair: N Abayadeera (Trimester 1 and 2), R Ryan (Trimester 3)*

*Coordinator: N Abayadeera (B, X), D Arundell (G), J Betts (W)*

*Prerequisite: MAA103*

*Corequisite: Nil*

*Incompatible with: MAA102, MAA203*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines the financial accounting 'cycle', from the recording of relevant transactions through to the preparation of financial statements.

### ASSESSMENT

Test (Online) 10%, Written Assignment (Case Study – Quantitative) 30%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Test (Online) 10%, Written Assignment (Case Study – Quantitative) 30%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA262 – MANAGEMENT ACCOUNTING

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B), trimester 2 (B, G, W, X)*

*EFTSL value: 0.125*

*Previously coded as: MAA202*

*Unit chair: M Tse (Trimester 1), B Lynch (Trimester 2)*

*Prerequisite: MAA103*

*Corequisite: Nil*

*Incompatible with: MAA202*

*Contact hours: Burwood and Geelong: 1.5 hour lecture and 1.5 hour tutorial each week.*

*Warrnambool: 2 x 1 hour lectures, 1 x 1 hour tutorial each week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to basic cost concepts and the analysis, usage and procedures of management accounting for business strategy implementation. Topics include budgeting, job and inventory costing, control of costs via flexible budgets and standard costs, and break-even 'analysis' for tactical decision making.

### ASSESSMENT

Test(s) (Online X 4 10% each) 40%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Test(s) (Online X 4 10% each) 40%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA302 – STRATEGIC MANAGEMENT ACCOUNTING

*Offered at: (B, X)  
Offerings: Trimester 2  
Credit point(s): 1*

*EFTSL value: 0.125*

*Cohort rule: Accounting students seeking Associate membership to CPA/ICAA/NIA will not be able to undertake the study tour version of MAA302*

*Unit chair: M Tse*

*Prerequisite: MAA202 or MAA262*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines management accounting from a strategic perspective. Topics include the development of strategic management accounting and uses of management accounting tools and techniques in formulation, implementation and evaluation of organizational strategies. In particular, the unit focuses

on activity-based management, uses of financial and non-financial performance measures in performance measurement system, corporate social responsibility and environmental management accounting.

### ASSESSMENT

Written Assignment (group/ 2-3 students) 4000 words 25%, Presentation (oral, group/2-3 students) 15%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination

## MAA303 – AUDITING

*Offered at: (B, G, online, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, online, W, X), trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: P Carey*

*Coordinator: R Grose*

*Prerequisite: MAA203 or MAA260 or MAA261*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines auditing and assurance services with a focus on the financial report audit. The regulatory and legal environment is discussed. Students learn about the planning, execution and reporting phases of the audit. A group assignment requires students to do an analytical review and assess the internal control system in a given company scenario.

### ASSESSMENT

Written Assignment (Group/2-3 students) 2000 words 25%, Test(s) (online x 3 each 5%) 15%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment (Group/2-3 students) 2000 words 25%, Test(s) (online x 8 each 1.95%) 15%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.



## MAA310 – ACCOUNTING AND SOCIETY

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X), trimester 3 (B, X)*

*EFTSL value: 0.125*

*Previously coded as: MAA301*

*Unit chair: L Perera (Trimester 1), L Perera (Trimester 3)*

*Prerequisite: MAA201 or MAA260 or MAA363*

*Corequisite: Nil*

*Incompatible with: MAA301*

*Contact hours: 1 x 2 hour lectures, 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines accounting as a social construct and the role of the accounting profession in society, accounting theory approaches, and various accounting issues that stem from these areas. Some of the key areas include positive and normative accounting theories, corporate social reporting arguments, international accounting issues and other contemporary issues in accounting in a broader sense.

### ASSESSMENT

Written Assignment (Individual or Group/2 students) 3000/4500 words 40%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment (Individual or Group/2 students) 3000/4500 words 40%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAA350 – ETHICS AND FINANCIAL SERVICES

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, G, W, X), trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: S Dellaportas (Trimester 2)*

*Coordinator: F Fallon (B), L O'Neill (G, X), B Lynch (W)*

*Prerequisite: MAA260 or MAA363*

*Corequisite: Nil*

*Incompatible with: Nil.*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

As a requirement of International Education Standard 4 released by the International Federation of Accountants, the unit develops students' appreciation of ethics and their ability to evaluate and apply ethical principles in the decision-making process in accounting and finance. Topics covered include: the nature of ethics; an ethics framework of relationships for financial services; ethical factors influencing the performance of financial services; ethical theories and principles applicable to finance professionals; ethical decision-making models; ethical issues and conflicts of interest in the financial services industry; professional codes and workplace ethics; corporate social responsibility; applying ethical decisions in case scenarios; and international business practices.

### ASSESSMENT

Written Assignment (Individual or Group/2 students) 3500 words or 5000 words (group) 40%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 3, 2012:

Written Assignment (Individual or Group/2 students) 3500 words or 5000 words (group) 40%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAA363 – CORPORATE ACCOUNTING

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), trimester 2 (B, G, W, X), trimester 3 (X)*

*EFTSL value: 0.125*

*Previously coded as: MAA260*

*Unit chair: S Johl (Trimester 1), H Ang (Trimester 2), S Chugh (Trimester 3)*

*Prerequisite: MAA203 or MAA261*

*Corequisite: Nil*

*Incompatible with: MAA201, MAA260*

*Contact hours: 2 hour lecture each week and 1 hour workshop each week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit studies Australian financial reporting within the international accounting environment, with the aim to provide a broad context for the understanding of corporate reporting issues. Issues to be examined include recognition and measurement of assets, liabilities, equity income and expenses; the processes for accounting for investments in subsidiaries in Australian financial reporting; and the form and content of published financial reports.

### ASSESSMENT

Written Assignment (Quantitative) 20%, Test(s) (Online x 4) 20%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment (Quantitative) 20%, Test(s) (Online x 4) 20%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAA427 – RESEARCH METHODS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: G Gannon  
Coordinator: A Khan (Accounting), C Doucouliagos (Economics), C Corrado (Finance)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to introduce Honours students to the nature of research and to a range of research methods used in the disciplines of accounting, economics and finance. The unit also aims to help students develop a proposal that will lead to the successful completion of their thesis in later trimesters. Having this knowledge students should be able to further develop specialist research as required.

### ASSESSMENT

Written Assignment 1 500-1000 words 10%, Written Assignment 2 1000 words 10%, Written Assignment 3 1000 words 10%, Presentation (Oral) 20%, Written Assignment 4 5000 words 40%, Written Assignment 5 500 words 10%

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## MAA428 – CONTEMPORARY ISSUES IN ACCOUNTING

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L Liu  
Prerequisite: Nil  
Corequisite: MAA427  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar, per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aids students to review and critically analyse research in financial accounting. In particular, this subject explores the dominant theory and methodology adopted in contemporary financial accounting by analysing economics-based empirical research. Topics reviewed include the role of earnings in security valuation, earnings quality, earnings management, accounting disclosure and the role of regulation, institutional factors in accounting. In addition, this course also specifically focuses on social and environmental accounting, accounting ethics as well as critical perspective in accounting.

### ASSESSMENT

Presentation (Oral) 20%, Written Assignment 3000 words 30%, Written Assignment (Research Proposal) 4000 words 50%

## MAA451 – ADVANCED AUDITING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Commerce (Honours) students only)*  
*Unit chair: S Johl*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The purpose of this unit is for students to explore issues of topical interest. This purpose will be achieved by a review of current auditing research papers. Topics include earnings management, independence, the changing role of the audit in society, auditors' legal responsibilities including fraud and the relationship between corporate governance and auditing.

### ASSESSMENT

Assignment 1 (Research Paper) 1500 words 20%,  
 Critique (Weekly) and Presentation (Weekly Oral) 40%,  
 Assignment 2 (Research Paper) 3000 words 40%

## MAA456 – ADVANCED MANAGEMENT ACCOUNTING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Commerce (Honours) students only)*  
*Unit chair: N Subramaniam*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with an introduction to methodologies appropriate to research in management accounting. It will also provide an analysis of research into issues associated with long-term strategy and short-term financial control including budgeting and performance. Particular emphasis will be on links with behavioural science as a means of explaining the impact of participation, motivation, communication, control and performance evaluation.

### ASSESSMENT

Critique (Weekly) and Presentation (Weekly Oral) 30%,  
 Assignment 1 (Research Paper) 2000 words 30%,  
 Assignment 2 (Research Paper) 3000 words 40%

## MAA703 – ACCOUNTING FOR MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Donald*  
*Prerequisite: MPA701*  
*Prerequisite for M501, M508, M601, M608 students: MPA751/MPR751/MPT751*  
*Corequisite: Nil*  
*Incompatible with: MAA760, MAA752, MAA774*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit, students learn about how management accounting satisfies management's need for information for planning and control purposes. It covers cost concepts, cost-volume-profit relationships, product costing systems, activity-based costing, budgeting and standard costs. Topics also include financial performance analysis, decentralised operations, relevant costs for decision making, and contemporary approaches to measuring performance.

### ASSESSMENT

Test (Online) 15%, Written Assignment (Group/5 Students) 1500 words 25%, Examination 3 hours 60%,  
 Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:  
 Test (Online) 15%, Written Assignment (Group/5 Students) 1500 words 25%, Examination 2 hours 60%,  
 Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA704 – ACCOUNTING THEORY

*Offering information: Not offered in 2012.*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Islam*

*Prerequisite: MAA702*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics include: accounting as a social construct; evolution of a profession; regulation of financial accounting in society; international accounting: reporting and issues; accounting for changing prices; positive accounting theory; corporate social reporting; reaction of capital markets to financial reporting; and, critical perspectives on accounting and society.

### ASSESSMENT

Compulsory individual written assignment 3000 words or group of 2 students written assignment 4500 words 30%, examination 3 hours 70%

Hurdle requirements: submit each piece of assessment; achieve at least 50% of the marks available on the examination.

## MAA705 – CORPORATE AUDITING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), trimester 2 (B, X), trimester 3 (X)*

*EFTSL value: 0.125*

*Unit chair: P Carey*

*Prerequisite: MPA701*

*Corequisite: Nil*

*Incompatible with: MAA762, MAA775, MAA783*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines auditing and assurance services with a focus on the financial report audit. The regulatory and legal environment is discussed. Students learn about the planning, execution and reporting phases of the audit. A practical group assignment requires students to assess the inherent risk of misstatement in an Australian listed company's financial reports.

### ASSESSMENT

Test(s) (Online x 8) 15%, Written Assignment (Individual or Group/2-3 Students) 1500 words or 2000 words (Group) 25%, Examination 3 hours 60%

From Trimester 2, 2012:

Test(s) (Online x 8) 15%, Written Assignment (Individual or Group/2-3 Students) 1500 words or 2000 words (Group) 25%, Examination 2 hours 60%

From Trimester 3, 2012:

Test(s) (Online x 8) 10%, Written Assignment (Individual or Group/2-3 Students) 2500 words or 3000 words (Group) 30%, Examination 2 hours 60%

## MAA716 – FINANCIAL ACCOUNTING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: S Kanapathipillai (Trimester 1 and 3), S*

*Chugh (Trimester 2)*

*Prerequisite: MPA701*

*Prerequisite for M502, M507, M600, M607, M701,*

*M731 students: MPA702 or MPA751/MPR751/MPT751*

*Corequisite: Nil*

*Incompatible with: MAA702, MAA777*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds on introductory accounting that was developed in MPA701 Accounting. The focus of this unit is on gaining an understanding of the regulatory and conceptual frameworks which underpin accounting for corporate entities. Understanding these frameworks and accounting standards ensures that the logic behind existing accounting rules and possible alternative approaches can be understood leading to a deeper understanding of what accounting is trying to achieve.

**ASSESSMENT**

Written Assignment 3000 words 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment 3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAA725 – ADVANCED ACCOUNTING PRINCIPLES AND PRACTICE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: T Wise (trimester 1 and 2), G Tanewski (trimester 3)*

*Prerequisite: MPA701*

*Corequisite: Nil*

*Incompatible with: MAA704, MAA778*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit builds on basic bookkeeping and the basic accounting for companies that were developed in MPA701 Accounting and MAA716 Financial Accounting. The unit deals with some of the more complex areas of financial accounting, including accounting for income tax, impairments of assets, various assets and expenses, and foreign currency issues. In addition to the more technical areas of accounting, the fundamentals of accounting theory and of accounting for corporate social responsibility are introduced.

The unit has been designed to the specifications of CPA Australia. It is designed to provide students with basic knowledge of advanced accounting principles, concepts and practice so that they can enter CPA Australia's CPA Program.

**ASSESSMENT**

Written Assignment 3000 words 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment 3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA744 – STRATEGIC MANAGEMENT ACCOUNTING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Phang*

*Prerequisite: MAA703*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students were introduced in MAA703 Accounting for Management to the use of accounting information for management planning, control and decision-making. In particular, students studied a variety of approaches to product costing, and the use of cost data and other accounting information by managers. For example, both cost-volume-profit analysis and the analysis of relevant costs and revenue are techniques used by managers in making decisions that are based on profitability criteria. MAA744 moves from an essentially short-term, operational perspective to a strategic perspective involving decisions which affect the whole firm in the long term.

**ASSESSMENT**

Written Assignment 3000 words 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment 3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAA753 – PROFESSIONAL RESEARCH AND ANALYSIS FOR ACCOUNTANTS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G Tanewski*

*Prerequisite: MAA716, MAA725*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds on the accounting material presented in MAA716 Financial Accounting and MAA725 Advanced Accounting principles and Practice to introduce students to professional research and analysis principles as they apply to the accounting discipline. The unit will introduce relevant principles to students and require students to critically analyse various relevant, contemporary research reports within the accounting discipline.

### ASSESSMENT

Written Assignment 1 (individual research report) 4000 words 40%, Written assignment 2 (individual research report) 2000 words 20%, Examination 2 hours 40%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA763 – PROFESSIONAL ACCOUNTING PRACTICE AND REPORTING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: P Carey (Trimester 2), G Tanewski (Trimester 3)*

*Prerequisite: MAA702 or MAA716*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aims of the unit are two-pronged. The first aim is to provide an introduction to essential concepts related to the development and management of accounting firms. This includes developing students' understanding of the professional and ethical obligations faced by accountants in practice and the management of selected assurance and consultancy services commonly undertaken by accounting firms. The second aim is to provide an in-depth understanding of the value-adding role of accountants in commercial and industry settings. In particular, the role of management accountants and internal auditors will be more closely explored.

### ASSESSMENT

Written Assignment 1 (group 2/3 students case study) 3000 words 30%, Written Assignment 2 (individual research paper) 2000 words 20%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAA774 – MANAGEMENT ACCOUNTING

*Offered at: (X)*

*Credit point(s): .5*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.063*

*Cohort rule: (For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: M Phang*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA752, MAA703, MAA760*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Management Accounting introduces the role of management accounting and considers the differences between management accounting and financial accounting. It then covers the flow of costs through an organisation and product costing in a manufacturing environment. There is a comparison of costing techniques looking at absorption, variable and activity based costing. Other management accounting issues covered include breakeven analysis, budgeting, standard costing and variance analysis, performance measurement and control, and capital investment evaluation.

### ASSESSMENT

Examination 3 hours 100%

## MAA775 – AUDITING

*Offered at: (X)*

*Credit point(s): .5*

*Offerings: Trimester 1 or trimester 3*

*EFTSL value: 0.063*

*Cohort rule: (For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: R Grose (Trimester 1), P Carey (trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*  
*Incompatible with: MAA705, MAA762, MAA783*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

The unit examines auditing and assurance services with a focus on the financial report audit. The regulatory and legal environment is discussed. Students learn about the planning, execution and reporting phases of the audit.

#### **ASSESSMENT**

Examination 3 hours 100%

## **MAA776 – FINANCIAL ACCOUNTING 1**

*Offered at: (X)*  
*Credit point(s): .5*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.063*

*Cohort rule:*

*(For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: J Betts (Trimester 1 and 2), TBA (Trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAA716, MAA761, MPA701*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

Financial Accounting 1 is an introduction to bookkeeping and accounting. The unit is the foundation for further studies in accountancy and covers double entry bookkeeping and the basics of the preparation of financial accounts for sole proprietors, partnerships and companies. Having a grasp of these fundamental issues will give a firm basis for further study into more complex areas of financial accounting in companies. The unit also covers the interpretation of financial accounts.

#### **ASSESSMENT**

Examination 3 hours 100%

## **MAA777 – FINANCIAL ACCOUNTING 2**

*Offered at: (X)*  
*Credit point(s): .5*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.063*

*Cohort rule: (For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: A Khan (Trimester 1), T Wise (Trimester 2), S Kanapathippillai (Trimester 3)*

*Prerequisite: MAA776*

*Corequisite: Nil*

*Incompatible with: MAA716, MAA761, MPA701*

*Note: Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

Financial Accounting 2 builds on basic bookkeeping that was developed in Financial Accounting 1. The focus of this unit is gaining an understanding of the regulatory and conceptual frameworks which underpin accounting for corporate entities. Understanding these frameworks ensures that the logic behind existing accounting rules and possible alternative approaches can be understood leading to a deeper understanding of what accounting is trying to achieve.

#### **ASSESSMENT**

Examination 3 hours 100%

## **MAA778 – FINANCIAL ACCOUNTING 3**

*Offered at: (X)*  
*Credit point(s): .5*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.063*

*Cohort rule:*

*(For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: T Wise (Trimester 1 and 2), G Tanewski (Trimester 3)*

*Prerequisite: MAA777*

*Corequisite: Nil*

*Incompatible with: MAA725, MAA761, MPA701*

*Note: Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

Financial Accounting 3 builds on basic bookkeeping and the basic accounting for companies that were developed in Financial Accounting 1 and 2. The

unit deals with some of the more complex areas of financial accounting taking in such areas as theories of accounting; intangible assets; employee benefits; financial instruments; share-based payments; income taxes; foreign currency transactions; changes in ownership of a subsidiary; associates and joint ventures; translation of the accounts of a foreign subsidiary; earnings per share; and, accounting for corporate social responsibility.

#### ASSESSMENT

Examination 3 hours 100%

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## MAA906 – CONTEMPORARY ISSUES IN ACCOUNTING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in M800 or M900*  
*Unit chair: L Liu*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This PhD unit introduces students to a review and critical analysis of research in financial accounting. In particular, this subject explores the dominant theories and methodologies adopted in contemporary financial accounting by analysing economics-based empirical research. Topics reviewed include the role of earnings in security valuation, earnings quality, earnings management, accounting disclosure and the role of regulation, institutional factors in accounting. In addition, this course also specifically focuses on social and environmental accounting, accounting ethics as well as critical perspective in accounting. The unit provides a bridge to advanced research.

#### ASSESSMENT

Presentation (Oral) 20%, Written Assignment 3000 words 30%, Written Assignment (Research Proposal) 4000 words 50%

## MAA907 – ADVANCED AUDITING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in M800 or M900*  
*Unit chair: S Juhl*  
*Prerequisite: Nil.*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to introduce the major research paradigms in auditing and assurance research while reflecting on the theoretical and professional issues within the audit profession. The unit will provide an overview of the nature and decision-making frameworks in auditing, the economics of assurance services, and the organisational and behavioural aspects of auditing. A critical evaluation of issues related to audit quality, auditor independence, audit pricing, internal control, and corporate governance and the present and future role of auditing will be undertaken based on a range of seminal and recent empirical studies. The unit also aims to develop students' problem solving and presentation skills in relation to contemporary auditing and assurance issues.

#### ASSESSMENT

Written Assignment 1 3500 words 40%, Presentation (Oral) 20%, Written Assignment 2 3500 words 40%

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## MAA908 – ADVANCED MANAGEMENT ACCOUNTING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Must be enrolled in M800 or M900*  
*Unit chair: N Subramaniam*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

This PhD unit introduces students to the philosophy and development of research in management accounting and control systems. In particular, the unit explores the dominant theoretical frameworks adopted in contemporary management accounting and control research including agency, transaction cost economics, contingency, organisational behaviour, cultural and psychology theories. A critical analysis of the extant empirical studies in management accounting and control systems is also undertaken. Topics reviewed include budgeting, costing, performance measurement, risk management, motivation and incentive systems in both international and national settings. In addition, the course also specifically focuses on the internal audit function and risk management as key components of an organisation's internal control system and their implications for organisational governance design and performance. In addition, the course also specifically focuses on the internal audit function and risk management as key components of an organisation's internal control system and their implications for organisational governance design and performance. The unit provides a bridge to advanced research.

**ASSESSMENT**

Critique (Weekly) and Presentation (Weekly Oral) 20%,  
Written Assignment 1 (Research) 3000 words 40%,  
Written Assignment 2 (Research) 3000 words 40%

**MAE101 – ECONOMIC PRINCIPLES**

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 1 (G, W), trimester 2 (B, X)

*EFTSL value:* 0.125

*Unit chair:* H Jia (Trimester 1), E Manning (Trimester 2)

*Coordinator:* H Jia (G), E Manning (B, X), P Hellier (W)

*Prerequisite:* Nil

*Corequisite:* Nil

*Incompatible with:* Nil

*Contact hours:* 2 x 1 hour lectures, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit is about the behaviour of consumers and producers and their interaction in the marketplace. The study of how markets operate is essential to understanding any form of economic behaviour in the global arena. The tools of market analysis developed in the unit provide the foundation for an understanding of issues such as coordinating people's needs with the world's limited resources, corporate pricing

strategies, monopoly power, government regulation, the environment, income inequality, the economic relationships between countries and foreign trade.

**ASSESSMENT**

Written Assignment 1500 words 25%, Test(s) (Online/In Class) 15%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment 1500 words 25%, Test(s) (Online/In Class) 15%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MAE102 – THE GLOBAL ECONOMY**

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 1 (B, X), trimester 2 (G, W) or trimester 3 (B, X)

*EFTSL value:* 0.125

*Unit chair:* M McKenzie (Trimester 1), O Bashar (Trimester 2), TBA (Trimester 3)

*Prerequisite:* Nil

*Corequisite:* Nil

*Incompatible with:* Nil

*Contact hours:* 2 x 1 hour lectures, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit provides students with an understanding of the Australian economic system within the world economy, and an ability to identify and assess current macroeconomic problems and policies. The unit is concerned with the way in which the whole economy, or large sectors of the economy work. The major sectors analysed are the household sector, the business sector, the government sector and the international sector. The unit provides insights for evaluating the working and the impacts of monetary and fiscal policy, and how central banks and treasuries conduct such policies. Issues such as economic growth, unemployment, inflation, balance of payments and, exchange rates are also examined.

**ASSESSMENT**

Written Assignment 1500 words 25%, Test(s) (Online/In Class) 15%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Written Assignment 1500 words 25%, Test(s) (Online/In Class) 15%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE201 – COMPETITION AND INDUSTRY

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Vaidya*

*Prerequisite: MAE101*

*Corequisite: Nil*

*Incompatible with: MAE206*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to extend the theory of microeconomics topics developed in MAE101 to explain the behaviour of consumers and firms in the market system. The following topics are studied at an intermediate level: consumers make decisions; the firm and models of production; and the influence of markets structures on price and output levels. The unit goes beyond basic microeconomics to look at many issues in contemporary fields of economics.

### ASSESSMENT

Test(s) (Online) 20%, Written Assignment 1500 words 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE202 – NATIONAL ECONOMIC POLICY

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X) or trimester 3 (B, X)*

*EFTSL value: 0.125*

*Unit chair: D Mallick (Trimester 1), P Bhattacharya (Trimester 3)*

*Coordinator: D Mallick (B, X), O Bashar (G, X), H Scarborough (W)*

*Prerequisite: MAE102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Recommended: MAE101*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds on MAE102 and is concerned with further understanding of contemporary macroeconomic issues. Topics include determination of interest rates, monetary and fiscal policy within the context of IS-LM model; and evaluation of these policies in an open economy framework by incorporating balance of payments. Besides, an understanding of aggregate demand and aggregate supply; unemployment; and economic growth with reference to Australia, are developed.

### ASSESSMENT

Test (Online/In Class) 20%, Written Assignment 1500 words 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE207 – INTERNATIONAL WELFARE ECONOMICS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Torre*

*Prerequisite: MAE101 and MAE102*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The first part of this unit examines how the economist defines and measures economic welfare. This is followed by a discussion of the principal types of market failures, with an emphasis on externalised cost, information problems and business practices

that damage the competitive process. Cyberspace or network activities will be distinguished from non-network ones.

#### ASSESSMENT

Test(s) (Written in class x 2 20% each) 40%, Examination 2 hours 60%, Hurdle requirement : achieve at least 50% of the marks available on the examination.

## MAE301 – MICROECONOMIC THEORY AND POLICY

*Offered at:* (B, G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* L Colombo  
*Prerequisite:* MAE201 or MAE206  
*Corequisite:* Nil  
*Incompatible with:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit develops microeconomic theory at an advanced level relative to MAE201 by systematically developing and applying mathematical techniques involving calculus to explore topics such as optimization, consumer choice and demand; theory of the firm; models of market imperfection and market failure and decision making under risk.

#### ASSESSMENT

Test(s) (x 2 In Class 20% each) 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE302 – MACROECONOMICS OF OPEN ECONOMIES

*Offered at:* (B, G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* X Tang  
*Coordinator:* X Tang (B, X), O Bashar (G)  
*Prerequisite:* MAE101, MAE102 and MAE202  
*Corequisite:* Nil

*Incompatible with:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit will provide an understanding of the macroeconomic theories in the context of open economies. The unit moves forward from the policy focus of MAE202 and scrutinises the theoretical underpinnings of economic policy in open economies, such as monetary and fiscal policy and exchange rate determination. It addresses key issues involved in macroeconomic analysis as it informs policy treatment of fluctuations and growth in open economies and integration into the global economy.

#### ASSESSMENT

Assignment (Quantitative) 20%, Written Assignment 1500 words 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE303 – INTERNATIONAL TRADE

*Offered at:* (B, G, online, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, online, X)

*EFTSL value:* 0.125  
*Unit chair:* C Pham  
*Coordinator:* C Pham (B, online, X), E Manning (G)  
*Prerequisite:* MAE201 or MAE206  
*Corequisite:* Nil  
*Incompatible with:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*Students interested in the Study Tour should contact the School for further information.*

#### CONTENT

This unit is about the gains from trade and the reasons why nations may be reluctant to pursue free trade. It includes discussion about trade policies, including free trade agreements. The theoretical content of the unit assumes knowledge of the tools of intermediate microeconomics as developed in MAE201, Competition and Industry. A few new analytical techniques will be learned. However, the unit is primarily of value in providing further practice in applied economic analysis,

in the sense of using conceptual tools to analyse issues of trade, protectionism and globalisation being debated in the world economy.

#### ASSESSMENT

Test (Online/In Class) 20%, Written Assignment 1500 words 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE304 – LABOUR ECONOMICS

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* A Ulker  
*Prerequisite:* MAE101 and MAE102  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Recommended:* MAE201 or MAE202  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour workshop per week.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit concentrates on the economic resource of labour. Topics include: labour supply, labour demand, human capital, labour market discrimination, wage determination and wage differentials. The unit examines both theoretical and empirical issues concerning the labour market.

#### ASSESSMENT

Written Assignment 2000 words 20%, Test (Online) 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE305 – BUSINESS AND FINANCIAL FORECASTING

*Offered at:* (B, online)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* P Bhattacharya  
*Prerequisite:* MAE101, MAE102 and MSQ171  
*Corequisite:* Nil

*Incompatible with:* Nil  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour lab per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit introduces statistical and econometric forecasting methods used extensively in business, industry and the public sector. Students will learn and be capable of developing models for forecasting almost any economic, business or banking and industry data, utilising a forecasting computer package Eviews (the University provides access on campus). The unit is designed for practitioners and the emphasis is on empirical applications as a model for forecasting and policy analysis. Topics include: forecasting share prices using technical analysis; trend and seasonality analysis; exponential smoothing, ARIMA models; vector autoregressive modelling; error correction models; causality testing; and co-integration analysis.

Online students need to ensure Eviews access either by going to B or G campuses, or by buying their own private copies.

#### ASSESSMENT

Assignment (Quantitative) 30%, Test(s) (x 3 online quizzes) 20%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE306 – APPLIED ECONOMETRICS FOR ECONOMICS AND FINANCE

*Offered at:* (B, online, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* P Bhattacharya  
*Prerequisite:* MAF256 or MAE356/MAF356  
*Corequisite:* Nil  
*Incompatible with:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Econometrics represents the application of statistical methods to economic models. The same methods are also widely employed in accounting, finance, marketing and management, as well as in other social sciences

including political science, history, psychology and sociology. The first part of the unit will build on classical regression model and explore consequences of relaxing model assumptions. The second part of the unit will cover contemporary advanced econometric methods, including instrumental variables, simultaneous equation models and panel data models. Econometric software will be employed to enhance the learning process.

#### ASSESSMENT

Written Assignment 2000 words 20%, Tests (Online) 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE314 – ECONOMIC STRATEGY FOR BUSINESS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: CJ Sun*  
*Prerequisite: MAE101 and MAE102*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lecture, 1 x 1 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit focuses on economic strategy, with a particular emphasis on business. We begin by analysing the art and science of strategy. Simple game theory will be introduced, clearly distinguishing between conflict and co-operation. The unit will then examine the following key questions: How can an agent negotiate successfully? What is the role of information and how can it be exploited in order to gain bargaining power? How can a contract be written in order to create appropriate incentives? How can a manager be strategic?

#### ASSESSMENT

Written Assignment 2500 words 25%, Test (Mid-term) 25%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE317 – INTERNATIONAL BUSINESS ECONOMICS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Torre*  
*Prerequisite: MAE101 and MAE102*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The theme of this unit is how to identify profitable and unprofitable business decisions in a business and how to implement the former. Students will also explore the limitations of using accounting data to make economic decisions in a business environment, since, for example, the accounting and economic measure of cost is different. Consequently students will be taught how to make necessary adjustments to accounting data to measure the corresponding economic concept. In addition there will be some discussion about the differences between cyberspace and non cyberspace businesses.

#### ASSESSMENT

Tests (Written in class x 2 20% each) 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE322 – THE ECONOMICS OF THE ENVIRONMENT

*Offered at: (B, online, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H Scarborough*  
*Coordinator: M McKenzie (B), H Scarborough (W, online, X)*  
*Prerequisite: Must have passed a unit in MAE101, SQA101 or SLE103*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces the use of economic tools to evaluate environmental issues. It is designed to develop in students an awareness of the socio-economic issues relevant to natural resource management. Topics include: the relationship between the economy and the environment; market failure and environmental problems; an introduction to Benefit Cost Analysis as a decision making tool; discussion of methods of valuation of environmental goods and services; the allocation of renewable resources (catchments and agriculture); the allocation of common property resources (fisheries) and the economics of biodiversity.

### ASSESSMENT

Written Assignment 1 1000 words 15%, Written Assignment 2 1500 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE356 – ANALYTICAL METHODS IN ECONOMICS AND FINANCE

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X), trimester 2 (B, X)*

*EFTSL value: 0.125*

*Previously coded as: MAF356*

*Unit chair: M Wadud (Trimester 1), E Gahramanov (Trimester 2)*

*Coordinator: C Guven (B – Trimester 1), E Gahramanov (B – Trimester 2, X), M Wadud (G), H Scarborough (W)*

*Prerequisite: MSQ171*

*Corequisite: Nil*

*Incompatible with: MSQ271*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial each week and 2 computer labs are replacing tutorials in week 3 and week 6.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to advanced statistical techniques in finance, economics and business. At the completion of the unit, students will have an appreciation of the role of these advanced quantitative techniques in finance and economics, in business decision making, as well as in research.

### ASSESSMENT

Quizzes (Online x 3) 10%, Test (Mid-trimester) 15%, Written Assignment 1000 words 15%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAE403 – ADVANCED ISSUES IN ECONOMICS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: N Anbarci*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture per week*

*Note: Online teaching methods may require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers advanced quantitative techniques in cutting-edge theoretical fields such as Game Theory which could be used by applied economists.

### ASSESSMENT

Written Assignment 4000 words 40%, Examination 2 hours 60%

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## MAE406 – BUSINESS AND FINANCIAL ECONOMETRICS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: J Westerlund*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour lab per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit starts with reviewing univariate regression analysis and then extends towards multivariate regression analysis. In the first part of the unit, after analysing simple regression model, inference in multiple regression models and problems of relaxing classical assumptions, i.e., heteroskedasticity and autocorrelation, will be studied. The second part of the unit will analyse nonlinear time series models to track volatility (ARCH, GARCH, ARCH-M, GARCH-M, EGARCH, TARCH, APARCH AND IGARCH models) and panel data analysis including extensions to panel unit root testing and panel cointegration testing.

### ASSESSMENT

Written Assignment 3000 words 30%, Test 20%, Examination 2 hours 50%

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## MAE411 – ADVANCED ECONOMIC THEORY

*Offered at: (B)  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: CJ Sun  
Prerequisite: MAE301  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture and 1 x 1 hour workshop each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is concerned with theoretical and empirical issues in microeconomics. Topics include: decision-making under uncertainty; insurance and gambling; brief introduction to game theory; models in industrial organisation; introduction to mechanism design; adverse selection, signalling and screening; the principal-agent model and auctions.

### ASSESSMENT

Assignment 1 (Quantitative) 20%, Assignment 2 (Quantitative) 20%, Assignment 3 (Quantitative) 20%, Examination 2 hours 40%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAE413 – MACROECONOMIC THEORY AND POLICY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: X Tang  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour seminar each week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is concerned with further understanding of macroeconomic theory and policy. Topics include: long-run economic growth; business cycle fluctuations; unemployment; incomplete price adjustment; monetary policy; international business cycle and macroeconomic policy.

### ASSESSMENT

Written Assignment 2000-2500 words 20%, Written Assignment (Research Paper) 4000 words 40%, Examination 2 hours 40%

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## MAE704 – INTERNATIONAL TRADE AND POLICY

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M McKenzie  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on absolute and comparative advantage as the basis for trade and the gains from trade; factor endowments and the Heckscher-Ohlin Theory; other reasons for trade; protection tariff and non-tariff trade barriers, economic integration between nations and development.

**ASSESSMENT**

Assignment 1 (Quantitative) 20%, Assignment 2 (Quantitative) 25%, Examination 2 hours 55%

*Prerequisite: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## MAE723 – BUSINESS AND FINANCIAL ECONOMETRICS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Sharma*

*Prerequisite: MAF759. Minimum standard expected in the pre-requisite is a Distinction.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour lab per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit starts with reviewing univariate regression analysis and then extends towards multivariate regression analysis. In the first part of the unit, after analysing simple regression model, inference in multiple regression models and problems of relaxing classical assumptions, i.e., heteroskedasticity and autocorrelation, will be studied. The second part of the unit will analyse nonlinear time series models to track volatility (ARCH, GARCH, ARCH-M, GARCH-M, EGARCH, TARCH, APARCH AND IGARCH models) and panel data analysis including extensions to panel unit root testing and panel cointegration testing.

**ASSESSMENT**

Written Assignment 3000 words 30%, Test (In Class) 20%, Examination 2 hours 50%

**CONTENT**

Econometrics is a set of research tools based on statistics and mathematics and it helps to analyse economic and financial concepts using real world data. There are other applications of econometric techniques in other related disciplines. The first part of the unit will deal with single and simultaneous equation techniques, panel data models and fixed effects and random effects issues, and limited and qualitative dependent variable models. The second part will discuss univariate time series models, panel unit root and co-integration issues, and univariate and multivariate conditional volatility models. Selected readings on each of these topics will be provided to students. The unit provides a bridge to advanced research.

**ASSESSMENT**

Presentation (Paper) 20%, Written Assignment 3000 words 30%, Examination 2 hours 50%

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## MAE903 – ADVANCED ECONOMIC THEORY

*Offering information: Not offered in 2012*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in M800 or M900*

*Unit chair: R Silvers*

*Prerequisite: Nil.*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour workshop each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is concerned with microeconomic theory. The unit analyses the behaviour of economic agents such as consumers and producers, and their strategic interaction in the market economy. The unit deals with topics such as game theory, information economics, and agency theory. The unit provides a bridge to advanced research.

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## MAE901 – ADVANCED ECONOMETRICS

*Offering information: Not offered in 2012*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: Must be enrolled in M800 or M900.*

*Unit chair: M Ulubasoglu*



**ASSESSMENT**

Assignment 1 (Quantitative) 20%, Assignment 2 (Quantitative) 20%, Assignment 3 (Quantitative) 20%, Examination 2 hours 40%

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## MAE905 – MACROECONOMIC THEORY AND POLICY

*Offering information: Not offered in 2012*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Must be enrolled in M800 or M900.  
Unit chair: X Tang  
Prerequisite: Nil.  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour seminar each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit equips students with recent development and analytical rigour of macroeconomics. It studies the long-run economic growth and fluctuations; the role and impacts of macroeconomic policies on output, unemployment, and general price levels; and alternative schools of macroeconomics. The unit provides a bridge to advanced research.

**ASSESSMENT**

Assignment (Quantitative) 20%, Written Assignment (Essay) 4000 words 40%, Examination 2 hours 40%

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## MAF101 – FUNDAMENTALS OF FINANCE

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B), trimester 2 (B, G, W, X) or trimester 3 (B, X)*

*EFTSL value: 0.125  
Unit chair: H Nguyen (Trimester 1), M Keneley (Trimester 2 and 3)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MAF202 (2001 version only)  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be addressed in this introductory finance unit include: what finance is and why it is important to individuals and businesses; basic mathematical concepts involving the time value of money determining present values and future values; the nature of return and risk; risk measurement and management; equity markets and instruments; sources and types of short, medium and long-term business finance; savings and financial institutions; the global financial crisis; foreign exchange transactions; sources and types of personal finance; personal finance topics of insurance, superannuation and estate planning.

**ASSESSMENT**

Test 10%, Written Assignment (Individual and/or Group) 3000 words (individual) and 4000 words (group) 30%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:  
Test 10%, Written Assignment (Individual and/or Group) 3000 words (individual) and 4000 words (group) 30%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAF202 – MONEY AND CAPITAL MARKETS

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, G, W, X), trimester 2 (B), trimester 3 (X)*

*EFTSL value: 0.125  
Unit chair: A Jain (Trimester 1 and 2), C Ratcliffe (Trimester 3)  
Coordinator: A Jain (B), H Ahmed (G), M Keneley (W), J Ovens (X)  
Prerequisite: MAF101  
Corequisite: Nil  
Incompatible with: MAF101 (2001 version only)  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics addressed in this unit include: the operation and structure of a modern financial system; direct and intermediated finance; interest rate determination and yield curve analysis; financial institutions; prudential supervision; equity markets; sources and types of short-term, medium-term and longer-term debt finance; financial instrument pricing; the foreign exchange market; off shore-funding in the international markets; and an introduction to the derivatives markets.

**ASSESSMENT**

Written Assignment (Group/2-3 Students) 2000-2500 words 20%, Tests (In Class x 2 10% each) 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MAF203 – BUSINESS FINANCE**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B), trimester 2 (B, G, W, X)*

*EFTSL value: 0.125*

*Unit chair: S Azad (Trimester 1), S Ekanayake (Trimester 2)*

*Prerequisite: MAF101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The focus of the unit is the finance function of a typical firm. The finance manager's role in financial decisions is emphasised. Topics include: valuation concepts; risk and rates of return; capital budgeting and project evaluation; working capital management; capital structure; cost of capital; and dividend policy.

**ASSESSMENT**

Test (Online) 40%, Examination 3 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Test (Online) 40%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MAF255 – FINANCIAL PLANNING**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (G, W, X), trimester 2 (B)*

*EFTSL value: 0.125*

*Previously coded as: MAF309*

*Unit chair: B Clayton (Trimester 1), M Clemens (Trimester 2)*

*Coordinator: C Ratcliffe (W), B Clayton (B, G, X)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit introduces students to financial and estate planning. It covers the financial planning process and its implementation, including familiarising students with the basics of estate planning and provides students with an understanding of its necessity in the financial planning process. The unit also develops an understanding of the economic, political, social and legal environment for financial planning.

**ASSESSMENT**

Test (Online) 15%, Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 2500-3000 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve a result of at least 50% on the examination plus achieve an overall result of 50 marks out of 100 marks available.

**MAF302 – CORPORATE FINANCE**

*Offered at: (B, G, W, X)*

*Offerings: Trimester 2 (B, G, W, X)*

*EFTSL value: 0.125*

*Unit chair: A Ahsan*

*Prerequisite: MAF203*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to issues in corporate governance; advanced capital budgeting; options in finance; valuations; equity finance; debt financing; leasing; capital structure; mergers and restructuring and corporate risk management.

**ASSESSMENT**

Test (Online) 15%, Written Assignment (Group/2 Students) 2500 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MAF303 – TREASURY MANAGEMENT

*Offered at:* (B, G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, X)

*EFTSL value:* 0.125  
*Unit chair:* V Fang  
*Coordinator:* V Fang (B, X), J Mc Naught (G)  
*Prerequisite:* MAF203 or MAF202  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour workshop per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*Students interested in the Study Tour should contact the School for further information.*

**CONTENT**

This unit provides an overview of the treasury management function, the organisational structure of the treasury management function, understanding risk, risk management models and treasury performance evaluation. In addition, the unit also covers the application of exchange traded and over-the-counter derivatives instruments for managing interest rate risk, foreign exchange risk and credit risk.

**ASSESSMENT**

Written Assignment (Group/2-3 Students) 2000 words 20%, Written Assignment 1500 words 20%, Examination 2 hours 60%  
 Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF305 – BANK MANAGEMENT

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* MAF208  
*Unit chair:* D Thomson  
*Prerequisite:* MAA103, MAF101  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour workshop per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

Bank Management combines the theory of financial intermediation with practical details of the structure, operation and management of financial institutions. The management of financial institutions has become increasingly challenging in the current competitive environment. The rapid pace of change in the financial system through forces such as deregulation, advances in technology and product development continually change the financial landscape and the risks for all participants in it. The financial system has seen failures of financial institutions in the wake of the global financial crisis and significant regulatory change, such as the adoption of deposit insurance in Australia. This unit provides a broad overview and a theoretical framework for the structure, operation and behaviour of financial institutions. In particular, it appraises the risk-management business of authorised deposit-taking institutions. The regulatory environment and the factors that influence existing financial structure are outlined to ensure that the importance of statutory and prudential guidelines governing financial institutions is understood. A range of issues affecting financial institution performance and management are discussed with emphasis placed on operational risk management corporate governance and sustainable practices. The central issues of financial institution management, namely decisions on asset and liability management, liquidity, security portfolio management, the role of capital and the credit and loan portfolio are taught. The course concludes with a discussion on bank safety and stability.

**ASSESSMENT**

Written Assignment (Group/2-3 Students) 1500-2000 words (per student) 20%, Test(s) (monthly) 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF306 – INTERNATIONAL FINANCE AND INVESTMENT

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2 (B)

EFTSL value: 0.125  
Unit chair: D Thomson  
Prerequisite: MAF202 or MAF203  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour workshop per week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Students interested in the Study Tour should contact the School for further information.

### CONTENT

The unit aims to develop an understanding of the international monetary systems and international financial markets, institutions and instruments. The unit introduces students to the complexities involved in cross-border transactions and undertakes an analysis of international parity conditions, foreign exchange markets, instruments and exchange rate systems. The breakdown in global financial markets and the resultant credit crisis has had significant and lasting impacts on the international money markets and Euro markets. The failure of financial institutions and the emerging debt crises countries – the PIIGS – threaten the very viability of the European union in the wake of the global financial crisis. The causes and consequences of this breakdown in global financial markets is examined along with the issues of country risk, corporate governance issues, and foreign direct investment.

### ASSESSMENT

Written Assignment (Group/3 Students), 1500-2000 words (per student) 20%, Test(s) (monthly) 20%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF307 – EQUITIES AND INVESTMENT ANALYSIS

Offered at: (B, G, online, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B), trimester 2 (B, G, online, X)

EFTSL value: 0.125

Unit chair: B Li (Trimester 1) S S Deb (Trimester 2)  
Prerequisite: MAE356/MAF356 or MAF256 and MAF202 or MAF255  
Corequisite: Nil  
Incompatible with: MAF207  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit introduces students to topics including: the operations of the share, money, debt, property, options and futures markets. It will also provide students with knowledge about the various market instruments, the structural characteristics of the various markets, the fundamental concepts and theories underlying valuation, investment decisions, market trading activity, and developing investment portfolios.

### ASSESSMENT

Test (Online) 15%, Written Assignment (Group/2-3 Students) 3500 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF308 – DERIVATIVE SECURITIES

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: P Wang  
Prerequisite: MAE356/MAF356/MAF256 or MAF307  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit focuses on the conceptual aspects concerning the mechanics and pricing of the three main categories of derivative securities options, forwards/futures and swaps. Specific topics that will be covered include basic pricing concepts, arbitrage and trading strategies, Black-Scholes analysis, the Binomial model and hedging principles.

### ASSESSMENT

Test (Online) 20%, Written Assignment 2000 words 20%, Examination 2 hours 60%, Hurdle requirement:

achieve at least 50% of the marks available on the examination and 50% of total assessment.

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## MAF311 – SUPERANNUATION PLANNING

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Clemens*  
*Coordinator: B Lizmore (G), M Clemens (B, W, X)*  
*Prerequisite: MAF255*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will provide students with a thorough overview of issues around the establishment, management and legal requirements of superannuation funds. Taxation of superannuation funds and superannuation benefits will also be examined, as well retirement income streams and the interaction between superannuation and the social security system.

### ASSESSMENT

Test (Online) 10%, Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 3000 words 30%, Examination 2 hours 60%, Hurdle requirement: achieve a result of at least 50% on the examination plus achieve an overall result of 50 marks out of 100 marks available.

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## MAF312 – ADVANCED FINANCIAL PLANNING

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Clemens*  
*Prerequisite: MAF311 plus one of MAF255 or MAF309*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is the capstone unit of the financial planning major. It specifically builds on studies in MAF255 Financial Planning and MAF311 Superannuation Planning as well as many other units. The assignment for this unit requires the preparation of a comprehensive, client-focused financial plan. The first topic studied reviews the process of developing a financial plan. Subsequent topics will review the content and techniques of a range of functional areas within financial planning with a view to using these techniques to strategically improve the financial position of our clients.

### ASSESSMENT

Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 3000 words 50%, Examination 2 hours 50%, Hurdle requirement: achieve a result of at least 50% on the examination plus achieve an overall result of 50 marks out of 100 marks available.

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## MAF384 – FINANCIAL MODELLING

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: MAF205*  
*Unit chair: W Dimovski*  
*Prerequisite: MAF202 or MAF203*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour lab each week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit analyses and critically evaluates a number of models in business including: valuation of corporate equities; risky projects; asset pricing; share pricing; financial statement projections; and the use of mathematical models (such as the market model) within the capital markets.

### ASSESSMENT

Test (Online) 10%, Written Assignment 2000-4000 words 30%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF421 – ADVANCED INVESTMENTS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: H Singh  
Prerequisite: MAF302 or MAF307  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This is an Honours level unit that explores the theory, models and practice of investments. The main objective of this unit is to familiarise students with seminal and contemporary literature on selected topics in both theoretical and empirical finance. It enables students to explain option pricing models and apply them to practical problems, understand the significance of the theory of finance, market microstructure, evaluate financial models, understand the contribution behavioural finance is making to finance research, apply analytical skills obtained from an in-depth study of topics and analyse the factors that are important in conducting an event study.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group/2 Students) 10%, Examination 2 hours 60%

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## MAF430 – ADVANCED DERIVATIVE SECURITIES

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: M Chng  
Prerequisite: Nil.  
Corequisite: Nil.  
Incompatible with: Nil.  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of the unit is to introduce students to the theory and practice of pricing and buying derivative securities for hedging purposes across different markets. The unit will focus on the theoretical frameworks associated with the different pricing models for options, futures, interest rate derivatives, foreign exchange, swaps and exotics. This unit will provide an understanding of the framework of derivative instruments available in Australia and internationally. It also covers a number of research issues directly related to derivative assets and markets.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group/2 Students) 10%, Examination 2 hours 60%

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## MAF453 – ADVANCED CORPORATE FINANCE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: J Zhang  
Prerequisite: MAF302  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is intended to ensure that Honours students are familiar with the current state of corporate finance theory, and of changes which may have occurred since completing previous studies. This unit thoroughly examines corporate governance, capital structure, payout policy, real options, initial public offerings, mergers and acquisitions, and investment valuation. The unit will give students a thorough grounding in the academic and professional literature relevant to these topics.

### ASSESSMENT

Written Assignment 1 (Group/2 Students) 1000 words 20%, Written Assignment 2 (Critical Essay, Individual) 2000-3000 words 30%, Examination 2 hours 50%

## MAF454 – FINANCIAL INTERMEDIATION

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: A Ahsan  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a framework for examining financial intermediaries and the practice of financial risk management. It provides a unified approach to the theoretical and empirical research in financial markets, institutions and financial regulation. In addition there is coverage of the institutional detail of financial intermediaries, the theory and nature of the intermediation process, bank system stability and financial intermediary efficiency. The role of deposit insurance and capital adequacy are examined and the unit concludes with a discussion of financial innovation and future banking trends.

### ASSESSMENT

Written Assignment (Group/2-3 Students) 3000-3500 words 20%, Test(s) (Class Test) 10%, Presentation (Oral, Group) with written summary 20%, Examination 2 hours 50%

## MAF702 – FINANCIAL MARKETS

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B) or trimester 2 (B, X)  
EFTSL value: 0.125  
Unit chair: A Ahsan (Trimester 1), M D’Rosario (Trimester 2)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics addressed in this unit include: the operation and structure of a modern financial system (institutions, instruments and markets); direct and intermediated finance; interest rate determination and yield curve analysis; mathematical concepts; financial institutions; prudential supervision; equity markets and instruments; sources and types of short-term, medium-term and longer-term debt finance; financial instrument pricing; the foreign exchange markets; offshore funding in the international markets; and introduction to derivative instruments.

### ASSESSMENT

Test (Online) 10%, Written Assignment (Group/3-4 Students) 3500 words 30%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF703 – APPLIED CORPORATE FINANCE

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Nguyen  
Prerequisite: MPF753 or MPT753  
Corequisite: Nil  
Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on business investment decision making evaluation methods; economic rationale for positive net present value projects; business valuation; corporate debt financing options; corporate growth and development; dividend policies of firms; financial distress and business failure; lease financing; mergers and acquisitions; and international finance.

### ASSESSMENT

Test (Online) 15%, Written Assignment (Individual) 2000 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

## MAF704 – TREASURY AND RISK MANAGEMENT

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: R Vinning  
Prerequisite: MAA786 or MAF702 or MPF753 or MPT753  
Prerequisite for M778 students: Nil  
Corequisite: Nil  
For M778 students: MPF753  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Students interested in the Study Tour should contact the School for further information.

### CONTENT

In this unit, students are provided with an overview of the treasury management function and the organisational structure of the treasury management function. Students also learn about risk, risk management models and foreign exchange-spot and forward markets-exchange rate determination; measuring foreign exchange risk; foreign exchange risk management – vanilla options, exotic options, futures; weather risk management; operational risk; review of interest rates and pricing of securities; measuring interest rate risk, duration and convexity models; interest risk rate management. The unit will also examine options, futures, swaps, forward rate agreements; credit derivatives and treasury performance.

### ASSESSMENT

On-Campus Students  
Test (Online) 10%, Written Assignment (Group/2-4 Students) 3000 words plus supporting information 30%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.  
Study Tour Students  
Written Assignment 1 1000-1500 words 10%, Written Assignment 2 2500 words 20%, Assignment (Critical Analysis of Site Visits) 10%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:  
Test (Online x2 each 10%) 20%, Written Assignment (Group/2-4 Students) 2000 words 20%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MAF707 – INVESTMENTS AND PORTFOLIO MANAGEMENT

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
Unit chair: X Zheng (Trimester 1 and trimester 2)  
Prerequisite: MAF702 or MAF765  
Corequisite: Nil  
Incompatible with: MAF705  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to develop an overall understanding of investment management in relation to different asset classes and have the ability to construct, manage and evaluate portfolio outcome through a framework that optimises the outcome using the key principles of modern portfolio theory. In the process students will develop the ability to apply, analyse and relate the key principles of modern portfolio theory and asset pricing models using different portfolios of financial assets.

### ASSESSMENT

Written Assignment (Group/3-4 Students) 3000 words 30%, Test (Online) 10%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination

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## MAF708 – RETIREMENT INCOME STREAMS

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: M Clemens  
Coordinator: M Clemens (B), N McMillan (X)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.



**CONTENT**

This unit is an introduction to superannuation and retirement planning with a focus on the major trends and features of the industry and the framework in which the industry operates.

The unit considers issues relating to superannuation contributions, different types of superannuation funds, the rules relating to the taxation and accessing of benefits, a consideration of alternative retirement income stream products and strategies designed to enhance superannuation and retirement income benefits.

**ASSESSMENT**

Test (Online) 10%, Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 3000 words 30%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination, plus achieve an overall result of 50 marks out of 100 marks available.

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## MAF709 – FINANCIAL PLANNING DEVELOPMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: N McMillan*  
*Prerequisite: MAF708 and MAF765*  
*Corequisite: MAF707*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to the financial planning process and the development of a financial plan. The unit considers issues relating to risk management, estate planning, and salary packaging. In addition it revisits investment and retirement planning covered in earlier units and incorporates all of these areas into a comprehensive financial plan.

**ASSESSMENT**

Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 4000 words 50%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination, plus achieve an overall result of 50 marks out of 100 marks available.

## MAF711 – MODELLING TECHNIQUES FOR FINANCE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Zhang*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will explore the techniques used by analysts in the business environment to facilitate the decision-making processes within a state of uncertainty, especially in the area of returns, investment construction and derivatives.

**ASSESSMENT**

assignment 40%, examination 2 hours 60%

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## MAF713 – FUTURES, OPTIONS AND OTHER DERIVATIVES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: W Zhang*  
*Prerequisite: MAF759*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The aim of this unit is to introduce students to and provide an understanding of the theory and practice of pricing derivatives instruments and hedging using these instruments in different markets. The unit focuses on the theoretical frameworks associated with the different pricing models for option, future and swap contracts on stocks, currencies and interest rate. It will also introduce students various current research related issues in derivatives markets, as well as some

case studies on corporate disasters associated with derivative usage.

#### ASSESSMENT

Test(s) 15%, assignment 25%, examination 2 hours 60%

## MAF721 – FINANCE

*Offered at: (X)*

*Credit point(s): .5*

*Offerings: Trimester 1 or trimester 3*

*EFTSL value: 0.063*

*Cohort rule: (For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*

*Unit chair: J McNaught (Trimester 1), TBA (Trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPF753, MAF740*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Finance will enable students to understand modern financial techniques underpinning investment, financing and dividend decisions in the context of the Australian and international financial institutional frameworks. In addition the unit covers financial mathematics and investment analysis tools and techniques, as well as issues such as optimal capital structure and dividend policy.

#### ASSESSMENT

Examination 3 hours 100%

## MAF754 – ENTERPRISE RISK MANAGEMENT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Sewell*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit offers an integrated and comprehensive analysis of how enterprise risk management is a business process within an organisation. Particular focus is given to the key role of corporate governance and a strategic risk management framework is explored. Topics include the evolution of enterprise risk management, linking business strategies to risk management, risk culture, identifying, measuring and monitoring risks and optimising risk management. Case studies will be used to complement other learning strategies.

#### ASSESSMENT

Written Assignment 2500 words 40%, Presentation (Oral) 10%, Examination 2 hours 50%

## MAF759 – QUANTITATIVE METHODS FOR FINANCE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 3*

*EFTSL value: 0.125*

*Unit chair: R Liu (Trimester 1), TBA (Trimester 3)*

*Prerequisite: Nil*

*Corequisite: Must be enrolled in courses M530, M630, M730, D707 or D712*

*Incompatible with: MAF904*

*Contact hours: 1 x 3 hour seminar per week. Additional workshops are optional.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will enable students to understand the basic and more advanced mathematics and statistics involved in the finance world. It introduces financial mathematical concepts which underpin the financial decision making process. In addition the unit covers financial markets, portfolio management and econometric methods.

#### ASSESSMENT

Assignment (Quantitative) (Group/3-4 Students) 40%, Examination 2 hours 60%.

## MAF760 – INTERNATIONAL FINANCE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Azad*  
*Prerequisite: Nil*  
*Corequisite: MAF759*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will enable students to understand the modern financial techniques underpinning investment, financing and risk management decisions of multinational corporations. In addition the unit covers international financial markets, international corporate governance, alternative investments, derivative securities and international portfolio management.

### ASSESSMENT

Presentation (Group and Report plus Peer Review of Presentations) 3000 words 30%, Test (Online) 10%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

## MAF761 – ADVANCED INVESTMENTS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H Singh*  
*Prerequisite: MAF707 and MAF759. Minimum standard expected in the prerequisites is a Distinction.*  
*Corequisite: Nil*  
*Incompatible with: MAF901*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the theory, models and practice of investments. The main objective of this unit is to familiarise students with seminal and contemporary literature on selected topics in both theoretical and empirical finance. It enables students to explain option pricing models and apply them to practical problems, understand the significance of the theory of finance, market microstructure, evaluate financial models, understand the contribution behavioural finance is making to finance research, apply analytical skills obtained from an in-depth study of topics and analyse the factors that are important in conducting an event study.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group/2 Students) 10%, Examination 2 hours 60%

## MAF762 – ADVANCED DERIVATIVE SECURITIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Chng*  
*Prerequisite: MAF759. Minimum standard expected in the prerequisite is a Distinction.*  
*Corequisite: Nil*  
*Incompatible with: MAF902*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the unit is to introduce students to understand the theory and practise of pricing and hedging derivative securities within different markets. The unit will focus on the theoretical frameworks associated with the different pricing models for options, futures, interest rate derivatives, foreign exchange, swaps and exotics. This unit will provide an understanding of the framework of derivative instruments available in Australia and internationally.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group/2 Students) 10%, Examination 2 hours 60%

## MAF763 – FINANCIAL INTERMEDIATION

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Ahsan  
Prerequisite: MAF759. Minimum standard expected in the prerequisite is a Distinction.  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a framework for examining the behaviour of firms and financial intermediaries, the pricing of financial instruments and the practice of financial risk management. It provides a unified approach to the modern theoretical and empirical research in financial markets and institutions. In addition there is coverage of the institutional detail including the composition of financial instruments and intermediaries, the nature of the intermediation process and the trends in the development of new instruments for financial risk management.

### ASSESSMENT

Written Assignment (Group/2-3 Students) 3000-3500 words 20%, Test (In Class) 10%, Presentation (Oral, Group with written summary) 20%, Examination 2 hours 50%

## MAF764 – ADVANCED CORPORATE FINANCE

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Zhang  
Prerequisite: MAF703 and MAF759. Minimum standard expected in the prerequisites is a Distinction.  
Corequisite: Nil  
Incompatible with: MAF903  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit involves a thorough examination of corporate finance theory, including topics such as corporate governance, capital structure, payout policy, real options, initial public offerings, mergers and acquisitions, and investment valuation. The unit will give students a thorough grounding in the academic and professional literature relevant to these topics.

### ASSESSMENT

Written Assignment 1 (Group/2 Students) 1000 words 20%, Written Assignment 2 (Critical Essay, Individual), 2000-3000 words 30%, Examination 2 hours 50%

## MAF765 – INTRODUCTION TO FINANCIAL PLANNING

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125  
Unit chair: N Sinclair  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to introduce the student to financial planning and wealth creation. The unit introduces the student to the financial planning process and its implementation. The student is also introduced to social security and estate planning to provide an understanding of its necessity in the financial planning process. The unit develops an understanding of the economic, political and social environment and legal environment for financial planning.

### ASSESSMENT

Test (Online) 15%, Written Assignment (Individual or Group/2-3 Students) (Quantitative/Theory) 3000 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination, plus achieve an overall result of 50 marks out of 100 marks available.

## MAF901 – ADVANCED INVESTMENTS

*Offered at: (B)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H Singh*  
*Prerequisite: Must be enrolled in M800 or M900*  
*Corequisite: Nil*  
*Incompatible with: MAF761*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a PhD unit that explores the theory, models and practice of investments. The main objective of this unit is to familiarise students with seminal and contemporary literature on selected topics in both theoretical and empirical finance. The unit provides a bridge to advanced research.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group of 2 Students) 10%, Examination 2 hours 60%

## MAF902 – ADVANCED DERIVATIVE SECURITIES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: M Chng*  
*Prerequisite: Must be enrolled in M800 or M900*  
*Corequisite: Nil*  
*Incompatible with: MAF762*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to introduce students to and provide an understanding of the theory and practice of pricing derivatives instruments and hedging using these instruments within different markets. The unit will focus on the theoretical frameworks associated with the different pricing models for option and futures and swap contracts on interest rate and foreign exchange rates. It will also introduce students to exotic

derivatives where the payoffs are complicated and untraditional. The unit provides a bridge to advanced research.

### ASSESSMENT

Written Assignment 3000 words 30%, Presentation (Individual or Group of 2 Students) 10%, Examination 2 hours 60%

## MAF903 – ADVANCED CORPORATE FINANCE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Zhang*  
*Prerequisite: Must be enrolled in M800 or M900*  
*Corequisite: Nil*  
*Incompatible with: MAF764*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to help students to build a preliminary step towards research in corporate finance with emphasis on recent published literature. The unit will cover some theory and practice of decision-making as well an assortment of other topics including corporate governance, capital structure, dividend policy, initial public offerings, mergers and acquisitions, and corporate risk management. The unit also cover some more practical issues of valuation methodology widely used in the industry. The unit provides a bridge to advanced research.

### ASSESSMENT

Written Assignment 1 (Group/2 Students) 1000 words 20%, Written Assignment 2 (Critical Essay, Individual) 2000-3000 words 30%, Examination 2 hours 50%

## MAF904 – QUANTITATIVE METHODS FOR FINANCE

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: R Liu*

*Prerequisite: Must be enrolled in courses M800 or M900*

*Corequisite: Nil*

*Incompatible with: MAF759*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will enable students to understand the basic and more advanced mathematics involved in the finance world. It will introduce them to important basic financial mathematical concepts which underpin the financial decision making process. In addition the unit covers financial markets, derivative securities, portfolio management and econometric methods.

### ASSESSMENT

Assignment (Quantitative) (Group/3-4 Students) 40%,  
Examination 2 hours 60%

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## MAR411 – RESEARCH REPORT 1

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: C Doucouliagos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit involves a report for a preliminary investigation, with an emphasis on a literature survey directed towards a potential research topic. The report is intended to provide a basis for subsequent development of a research thesis proposal.

### ASSESSMENT

Satisfactory progress towards completion of thesis

## MAR412 – RESEARCH REPORT 2

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: C Doucouliagos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Continuation of investigations commenced in MAR411.

### ASSESSMENT

Satisfactory progress towards completion of thesis

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## MAR413 – RESEARCH REPORT 3

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: C Doucouliagos*

*Prerequisite: Nil*

*Corequisite: MAR411 and MAR412*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

For Honours students, continuation of investigations commenced in MAR411.

### ASSESSMENT

Written Assignment 15,000 words 100%

## MAR414 – RESEARCH REPORT 4

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: C Doucouliagos  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

For Honours students, continuation of investigations commenced in MAR411, MAR412 and MAR413.

### ASSESSMENT

Written Assignment 15,000 words 100%

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## MAR725 – RESEARCH METHODS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: G Gannon  
Prerequisite: Completion of any four core finance units  
Corequisite: MAF759  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will develop an understanding of the nature and scope of research in the social science field and more specifically in the accounting, economics and finance areas. The unit also aims to prepare students for the research requirements of their thesis.

### ASSESSMENT

Written Assignment 1 1000 words 30%, Written Assignment 2 2500 words 20%, Presentation (Oral) 20%, Written Assignment 3 2500 words 20%, Written Assignment 4 500 words 10%

## MAR905 – RESEARCH REPORT

Offered at: (B)  
Credit point(s): 4  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
Unit chair: G Gannon (Trimester 1), N Subramaniam (Trimester 2)  
Prerequisite: Must be enrolled in M800 or M900  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

In consultation with the student's supervisor and other relevant academic staff to develop work undertaken in the study of MAR905 that is directed to ensuring the students produces a major research proposal that meets academic standards of minimum UPPER H2A. The unit provides a bridge to advanced research.

### ASSESSMENT

Satisfactory progress towards the 20,000 word research proposal. Oral presentation of summary of research proposal 100%

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## MAR906 – RESEARCH METHODS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: G Gannon  
Prerequisite: Must be enrolled in courses M800 or M900  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is designed to provide the foundations of skills and techniques for conducting research. The student will learn how to choose a topic, how to analyse a literature, and how to utilise various resources to complete the thesis. The student will also learn the basic steps in the research process. The student will acquire basic skills for answering questions that he/she will likely encounter in his/her research. Finally, the student will develop the skills for presenting work both in written and oral form.

The unit is important for understanding the research and its relevance in the professional life. This unit will equip you with the analytical bent of mind. The application of research is not confined to writing a research thesis rather its use is essential in the success of modern corporate world. The unit provides a bridge to advanced research.

#### ASSESSMENT

Research proposal and presentation 5000 words 100%

## MCA010 – COMMUNICATION FOR ACADEMIC STUDIES

*Offered at: (B, G, W, X – online mode only)*

*Credit point(s): 0*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.000*

*Unit chair: V Grossi*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This 0 credit point unit will assist commencing students in making a successful transition to university studies through the provision of strategies to help you to identify aspects of your communication skills that you may need to improve to ensure you are able to achieve the greatest success in your university studies.

#### ASSESSMENT

Students are required to complete the online diagnostic tool and to undertake further developmental tasks if required. Upon satisfactory completion of the tool students will be awarded a grade of UP – ungraded pass.

## MDA105 – MANAGERIAL ACCOUNTING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This is a unit in management accounting and financial principles as they apply in the work situation of managers. It is intended for people with little or no prior knowledge of accounting and finance. On completion of this unit, students should have an understanding of the financial framework of their company and how their work fits within that framework, and should be better able to communicate with accounting and finance staff. The topics are covered from a user's focus rather than from the accountant's point of view.

#### ASSESSMENT

Written Assignment 1 1500 words 30%, written assignment 2 1500 words 30%, written assignment 3 2000 words 40%

## MDK201 – MARKETING MANAGEMENT

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Incompatible with: MMK277*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit covers fundamental marketing theory and practice. The first three topics deal mainly with strategy and planning questions. They enable students to see the broad picture while introducing basic marketing concepts and processes. The next three topics deal with consumers or researching consumers. They are the objects at which most marketing activity is ultimately directed. The following five topics cover the details of target marketing strategy. These areas deal with the decisions that managers make about product, promotion, distribution and price. The concluding topic integrates the preceding material through a more detailed examination of the marketing management process.



**ASSESSMENT**

Written Assignment 1 1500 words 30%, written assignment 2 2000 words 30%, written assignment 3 2000 words 40%

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## MDM101 – INTRODUCTION TO MANAGEMENT

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or Trimester 3*

*Unit chair: A Johns*

*Incompatible with: MMM132*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The purpose of this unit is to provide an overview of the key functions of the manager and demonstrate how they fit together to achieve a successful operating area. The unit explores issues including customer service, planning, innovation, workplace relations, workplace law, managing information and the role of organisations in national and global change. This unit is intended to meet the need of corporate and government clients for training opportunities for their people in management skills and knowledge at the introductory level. The skills and knowledge are generic to a range of roles and workplaces, and the unit is designed to be equally suitable for people employed in manufacturing, administrative, retailing, human resources or service contexts. This unit is intended for people in roles at supervisor/team leader or higher levels, with language and numeracy skills adequate to completion of Year 12. It is expected that participants will not normally have had substantial prior experience in middle or senior management positions.

**ASSESSMENT**

Written assignment 1 1500 words 30%, written assignment 2 2000 words 40%, written assignment 3 1500 words 30%

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## MDM105 – TEAM LEADERSHIP

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Incompatible with: MDM113*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit has been designed to assist students understand the dynamics associated with creating, managing and re-focusing of teams. This unit will seek to engage students in a conversation about the nature and variety of teams, setting forward some hypotheses for them to test in their own work environment. Apply those ideas that seem good, and question those that seem inappropriate to the experience and knowledge of the organisation in which they are working and the teams they already know.

**ASSESSMENT**

Written assignment 1 1500-1950 words 30%, written assignment 2 1500-2000 words 30%, written assignment 3 2000-2500 words 40%

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## MDM107 – PERSONAL SKILLS AND SELF MANAGEMENT

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Incompatible with: MDM124*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Our workplaces are changing so quickly that many workers find themselves in a destabilised, unpredictable, and disconcerting environment. The most effective workers in this economic climate are those who clearly understand those factors which influence and affect the structure, operation and requirements of their working environment and are able to adapt. The purpose of this unit is to give students the understanding and the readiness they will need if they are to adapt in this way.

**ASSESSMENT**

Written assignment 1 1500 words 30%, written assignment 2 1500 words 30%, written assignment 3 2000 words 40%

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The purpose of this unit is to study processes which maximise the effectiveness of an organisation's human resources. The approach will be to focus on issues which improve the quality of work life, increase the level of productivity, improve job satisfaction, and improve employees' capacity for change. The unit will also study the theory and practice of employee relations and Australia's industrial relations system.

**ASSESSMENT**

Written assignment 1 2250-2500 words 30%, written assignment 2 1500 words 30%, written assignment 3 1500 words 40%

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**MDM125 – SALES MANAGEMENT**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The purpose of this unit is to examine the role of sales management within an organisation. The unit looks at the various sales management functions and the role they play in meeting the organisation's marketing and corporate objectives. This unit links these duties with some of the characteristics that Sales Managers need to have to be successful in their job and explores how Sales Managers plan their sales activities, organise their sales force, oversee the sales function and evaluate sales performance. Key concepts such as leadership, motivation and skills development and the impacts of technology are defined and examined within a sales management context.

**ASSESSMENT**

Written assignment 1 1500 words 30%, written assignment 2 1500-2000 words 30%, written assignment 3 1800 words 40%

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**MDM205 – MANAGING INNOVATION AND CHANGE**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Incompatible with: MDM110*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The purpose of this unit is to consider some of the effects of innovation and change, and to discuss ways of preparing for it, because rapid developments in technology over the past few decades have caused upheavals in the way societies everywhere operate. Organisations that have attempted to ignore these developments have either failed to survive or are finding survival difficult.

**ASSESSMENT**

Written Assignment 1 1500- 1950 words 30%, written assignment 2 2000 -2400 words 30%, written assignment 3 2000 – 2500 words 40%

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**MDM201 – MANAGING HUMAN RESOURCES**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Incompatible with: MMH230*

*Note: This unit is only available to DeakinPrime corporate clients.*

## MDM206 – PROJECT MANAGEMENT

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*Unit chair: A Johns*

*Note: This unit is only available to DeakinPrime corporate clients.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit provides a structured framework and process for managing projects and is updated to incorporate the latest internationally recognised project management of projects and to introduce some of the fundamental issues in the planning and execution of projects, including an appreciation of the management of large and complex projects. This unit covers the key project management functions and tools.

### ASSESSMENT

Written assignment 1 1500 words 20%, written assignment 2 2000 words 40%, written assignment 3 2500 words 40%

## MET303 – INTERNATIONAL TRADE

*Offered at: (Tour)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*  
*Unit chair: E Manning*  
*Prerequisite: MAE201 or MAE206*  
*Corequisite: Nil*  
*Incompatible with: MAE303*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The preparation for the tour aims to equip students to act appropriately and professionally on the institutional visits, and to communicate effectively and ask intelligent questions. The program also aims to encourage teamwork, awareness of different social and professional cultures, and to extend the educational and social experience of the students. Students will gain an understanding of the international aspects of the area they are studying and an appreciation of the I/N organisations such as ECB, BIS, OECD United Nations.

### ASSESSMENT

Assignment (group of 3) 2000-2500 words 20%, intelligence report (group of 2 or 3) 15%, report presentation 5%, program participation 10%, test 2 hours 50%

Hurdle requirement: achieve at least 50% of the marks available on the test.

## MFT306 – INTERNATIONAL FINANCE AND INVESTMENT

*Offered at: (Study Tour)*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: D Thomson*  
*Prerequisite: MAF202 or MAF203*  
*Corequisite: Nil*  
*Incompatible with: MAF306*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The preparation for the tour aims to equip students to act appropriately and professionally on the institutional visits, and to communicate effectively and ask intelligent questions. The program also aims to encourage teamwork, awareness of different social and professional cultures, and to extend the educational and social experience of the students. Students will gain an understanding of the international aspects of the area they are studying and an appreciation of the I/N organisations such as ECB, BIS, OECD United Nations.

### ASSESSMENT

Assignment 2000-2500 words 20%, intelligence report 15%, report presentation 5%, program participation 10%, examination 2 hours 50%  
 Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MFT760 – INTERNATIONAL FINANCE

*Offered at: (Tour)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*  
*Unit chair: D Thomson*  
*Prerequisite: Nil*  
*Corequisite: MAF759*

*Incompatible with: MAF760*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The preparation for the tour aims to equip students to act appropriately and professionally on the institutional visits, and to communicate effectively and ask intelligent questions. The program also aims to encourage teamwork, awareness of different social and professional cultures, and to extend the educational and social experience of the students. Students will gain an understanding of the international aspects of the area they are studying and an appreciation of the I/N organisations such as ECB, BIS, OECD United Nations.

### ASSESSMENT

Assignment (group of 2) 2000-2500 words 20%, Intelligence report (group of 2) 2000 words 15%, Report presentation 5%, Program participation 10%, Test 2 hours 50%

## MIS251 – ACCOUNTING INFORMATION SYSTEMS

*Offered at: (B-Block)  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: B Fraunholz  
Prerequisite: MSC120  
Corequisite: MAA103  
Incompatible with: Nil*

*Contact hours: Block mode offering:  
Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: 13 Nov 2012 to 20 Dec 2012*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the opportunity to develop knowledge and understanding of the importance of the processes in organisations and how accounting information systems facilitate the management of these processes. Students have the opportunity to examine the information systems and review the means by which organisations acquire and deploy accounting information systems. The

unit also includes a study of contemporary issues surrounding accounting information systems, as well as a critical analysis of the ethical issues related to the development and use of systems. The unit will also provide hands-on experience using MYOB AccountRight software, a key system used within the realm of accounting.

### ASSESSMENT

Assignment (group of up to four) 50%, examination 2 hours 50%

## MIS291 – COMMUNITY BASED VOLUNTEERING A

*Offered at: (B, G, W, X)  
Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125  
Work experience in industry: This is a Work Experience in Industry (WEI) unit  
Unit chair: J Lamp (Trimester 1), A Craig (Trimester 2), TBA (Trimester 3)  
Prerequisite: Completion of 4 credit points prior to starting placement  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

### CONTENT

The purpose of this community based internship, is to allow students an opportunity to gain a professional work placement with an approved host organisation for a 100-120 hour placement to facilitate learning. Students will learn in and with the community, with the intention of then critically reflecting on their placement, their graduate attributes and employability competencies through a continuous assessment process – a portfolio which includes an in-depth critical reflection. The placement will tend to be project focused so as to further the interests of both the student and the host organisation. However, the placement it is not about 'work experience', it is a placement with significant educational learning outcomes linked to employability skills, with a particular emphasis on the development of communication and co-ordination skills, and the application and development of the lifelong learning competency. These learning outcomes will be evidenced in different ways and at different levels and stages through the assessment pieces that link together to form a Placement Portfolio.

**ASSESSMENT**

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

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## MIS292 – COMMUNITY BASED VOLUNTEERING B

*Offered at: (B, G, W, X)*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: J Lamp (Trimester 1), A Craig (Trimester 2), TBA (Trimester 3)*

*Prerequisite: Completion of 4 credit points prior to starting placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

**CONTENT**

The purpose of this community based internship, is to allow students an opportunity to gain a professional work placement with an approved host organisation for a 100-120 hour placement to facilitate learning. Students will learn in and with the community, with the intention of then critically reflecting on their placement, their graduate attributes and employability competencies through a continuous assessment process – a portfolio which includes an in-depth critical reflection. The placement will tend to be project focused so as to further the interests of both the student and the host organisation. However, the placement it is not about 'work experience', it is a placement with significant educational learning outcomes linked to employability skills, with a particular emphasis on the development of communication and co-ordination skills, and the application and development of the lifelong learning competency. These learning outcomes will be evidenced in different ways and at different levels and stages through the assessment pieces that link together to form a Placement Portfolio.

**ASSESSMENT**

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

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## MIS352 – ENTERPRISE SYSTEMS

*Offered at: (B-Block)*

*Offerings: Trimester 3 (B-Block)*

*EFTSL value: 0.125*

*Unit chair: S Keller*

*Prerequisite: MSC120*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: Block mode offering:*

*Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: 19 Nov 2012 to 17 Dec 2012*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Enterprise systems (ES) are organisation-wide information systems that organise support for business processes, facilitate flows of business information and management decisions, and provide business analytics and reporting services. Enterprise systems play a particularly important role in enterprise resource planning (ERP), which allows smooth integration of information between an enterprise, its supply chain partners and customers, and internally across different business functions with a view to automate a wide range of business activities, such as manufacturing, sales and service provision, finance and accounting, marketing, human resource management, etc. This unit will give students a broad overview of Enterprise Systems, explain their role in running an organisation, and in designing effective business structures and processes. It will also provide students with an opportunity to gain hands-on experience in using the industry-standard Enterprise Resource Planning systems SAP.

**ASSESSMENT**

Group assignment (group of up to four) 4000 words  
50%, examination 2 hours 50%

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## MIS394 – INDUSTRY BASED LEARNING IN BUSINESS A

*Offered at: (B, G, W, X)*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: D Mather*

*Prerequisite: MMH299 and completion of 16 credit points prior to starting placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

**CONTENT**

The purpose of the Industry Based Learning unit, is to allow students an opportunity to gain a discipline-based professional work placement with an approved host organisation. The placement should further the interests of both the student and the host organisation. However, the placement is not solely about 'work experience', it is a placement with significant educational learning outcomes linked to life long learning competencies and employability skills, but with a focus on the transfer of disciplinary knowledge and skills. It therefore seeks to expose students to professional standards and to explore the links between theory and practice both in a formal workplace setting and through curriculum based reflective practice.

**ASSESSMENT**

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

## MIS395 – INDUSTRY BASED LEARNING IN BUSINESS B

*Offered at: (B, G, W, X)*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: D Mather*

*Prerequisite: MMH299 and completion of 16 credit points prior to starting placement*

*Corequisite: MIS394*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

**CONTENT**

The purpose of the Industry Based Learning unit, is to allow students an opportunity to gain a discipline-based professional work placement with an approved host organisation. The placement should further the interests of both the student and the host organisation. However, the placement is not solely about 'work experience', it is a placement with significant educational learning outcomes linked to life long learning competencies and employability skills, but with a focus on the transfer of disciplinary knowledge and skills. It therefore seeks to expose students to professional standards and to explore the links between theory and practice both in a formal workplace setting and through curriculum based reflective practice.

**ASSESSMENT**

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

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## MIS396 – INDUSTRY BASED LEARNING IN BUSINESS C

*Offered at: (B, G, W, X)*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.250*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: D Mather*

*Prerequisite: MMH299 and completion of 16 credit points prior to starting placement*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

### CONTENT

The purpose of the Industry Based Learning unit, is to allow students an opportunity to gain a discipline-based professional work placement with an approved host organisation. The placement should further the interests of both the student and the host organisation. However, the placement is not solely about 'work experience', it is a placement with significant educational learning outcomes linked to life long learning competencies and employability skills, but with a focus on the transfer of disciplinary knowledge and skills. It therefore seeks to expose students to professional standards and to explore the links between theory and practice both in a formal workplace setting and through curriculum based reflective practice.

### ASSESSMENT

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

## MIS397 – INDUSTRY BASED LEARNING IN BUSINESS D

*Offered at: (B, G, W, X)*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.250*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: D Mather*

*Prerequisite: MMH299 and completion of 16 credit points prior to starting placement*

*Corequisite: MIS396*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students must obtain Unit Chair approval prior to enrolment.*

### CONTENT

The purpose of the Industry Based Learning unit, is to allow students an opportunity to gain a discipline-based professional work placement with an approved host organisation. The placement should further the interests of both the student and the host organisation. However, the placement is not solely about 'work experience', it is a placement with significant educational learning outcomes linked to life long learning competencies and employability skills, but with a focus on the transfer of disciplinary knowledge and skills. It therefore seeks to expose students to professional standards and to explore the links between theory and practice both in a formal workplace setting and through curriculum based reflective practice.

### ASSESSMENT

Placement portfolio 60%, post-placement report 40%

Students with multiple enrolments in a Work Integrated Learning (WIL) unit must seek advice on their assessment by the WIL Coordinator prior to enrolment to avoid overlap between multiple placements when submitting assignments.

## MIS398 – PROJECT MANAGEMENT

*Offered at: (B, B-Block, G, X)*

*Offerings: Trimester 1 (B, G, X), trimester 3 (B-Block, X)*

*EFTSL value: 0.125*

*Unit chair: C Unnithan*

*Prerequisite: Any four level 2 units*

*Corequisite: Nil*

*Incompatible with: SIT374*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Block mode offering:*

*Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: 3 Jan 2013 to 31 Jan 2013*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is run intensively between the 3rd January 2013 to 31st January 2013.*

**CONTENT**

Project management is rapidly becoming a standard way of doing business, whether it be constructing buildings, providing emergency aid services or launching a new product. Organisations have recognised that the powerful set of tools that this result-oriented management style offers have the ability to improve their ability to plan, implement and manage activities, to successfully compete in the global markets. Conversely, competing in global markets influenced by change, innovations and time to market, require organisations to manage multiple projects. To be able to select and manage projects that contribute positively to the strategic direction, an integrative approach is needed. This unit aims to provide students with an insight into project management in organisations. It provides students with an opportunity to gain knowledge in specific tools and techniques of project management; and analyse the process of integrating projects into organisations so as to contribute positively to strategic directions. It also examines some of the current issues in project management and career paths

**ASSESSMENT**

Assignment (group of up to four) 40%, examination 2 hours 60%

**MLC101 – BUSINESS LAW**

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X), trimester 2 (B, X), trimester 3 (B, X)*

*EFTSL value: 0.125*

*Unit chair: F Tiba (trimester 1), A Pathinayake (trimester 2), TBA (trimester 3)*

*Coordinator: A Pathinayake (B, X), J Nel de Koker (G), B Piesse/A Donegan (W), TBC (X-CBD)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL111*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides the underlying concepts and purpose of commercial law. It covers the Australian legal system and the law relating to contract and negligence.

**ASSESSMENT**

Test(s) 40%, Examination 2.5 hours 60%

From Trimester 2 2012:

Test(s) 40%, Examination 2 hours 60%

Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MLC203 – CORPORATIONS LAW**

*Offered at: (B, G, online, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, online, W, X), trimester 3 (B, online, X)*

*EFTSL value: 0.125*

*Unit chair: T Keily (trimester 1), V Huang (trimester 3)*

*Coordinator: T Keily (B, X), J de Koker (G), M Brock (W, Online, X-CBD)*

*Prerequisite: MLC101*

*Corequisite: Nil*

*Incompatible with: MLL221*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics covered in this unit include: the origins of our corporate law; corporate personality; other forms of business organisation; incorporation of companies; promoters and corporate fundraising; directors and their duties; membership; meetings; minority rights; share and loan capital and corporate insolvency; and winding up.

**ASSESSMENT**

Assignment 40%, Examination 3 hours 60%

From Trimester 3, 2012:

Assignment 40%, Examination 2 hours 60%

**MLC206 – MARKETING LAW**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Christie*

*Coordinator: V Huang/J Carmichael/F Tiba (B), S Christie (X)*

*Prerequisite: MLC101*

*Corequisite: Nil*

*Incompatible with: Nil*



Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit is designed to introduce students to competition and consumer issues in complex industrial societies and the implications for sales and product promotion. Particular reference is made to the Competition and Consumer Act 2010 (Cth) Parts IV and V and to intellectual property laws. Topics include: the law applying to advertising; product liability; distribution agreements; franchises and solus agreement and related pro-consumer obligations.

### ASSESSMENT

Written Assignment 3500 words 40%, Examination 2 hours 60%

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## MLC301 – PRINCIPLES OF INCOME TAX LAW

Offered at: (B, G, W, X)

Credit point(s): 1

Offerings: Trimester 1 (B, G, W, X), Trimester 3 (X)

EFTSL value: 0.125

Unit chair: W Obst

Coordinator: R Hanegbi (B), J Farrell (G), W Obst (W, X)

Prerequisite: MLC101 or MLL111

Corequisite: Nil

Incompatible with: MLL406

Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit covers legal principles applicable to income taxation in Australia. Topics include: assessable income and deductions; capital gains; trading stock; taxable entities; taxation administration; Fringe Benefits Tax; and Goods & Services Tax.

### ASSESSMENT

Tests (2x20%) 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MLC305 – BUSINESS TAX LAW

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: W Obst

Coordinator: R Hanegbi (B), W Obst (X)

Prerequisite: MLC301 or MLL406

Corequisite: Nil

Incompatible with: MLL305

Contact hours: 3 x 1 hour lectures/seminars per week.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides a detailed coverage of taxation law in relation to taxation planning, avoidance and evasion; capital gains tax; taxation implications of the use of different business structures and superannuation. The topics undertaken may vary depending on developments in the income tax system.

### ASSESSMENT

Written Assignment (Problem Based) 2500 words 40%, Examination 2 hours 60%

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## MLC309 – EMPLOYMENT LAW

Offered at: (B, X)

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: V Lambropoulos

Prerequisite: MLC101

Corequisite: Nil

Incompatible with: MLL342

Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit aims to develop in students a critical understanding of the legal principles of Australian employment law. The first part of the unit considers the distinction between employees and contractors, the formation of a contract of employment and the mutual rights and obligations under such a contract and rights on termination. The unit then considers occupational health and safety, workers' compensation and equal opportunity in employment. Finally, the unit examines how rights and obligations at work are determined

collectively through awards and enterprise bargaining agreements.

#### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MLC310 – SPORT AND THE LAW

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* J Carmichael  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MLL371  
*Contact hours:* 3 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit is designed to give students an understanding of those principles of law which specifically affect sport and its administration. In particular, the unit will focus on the following areas: the legal structures which may be adopted by sporting clubs, the athlete-player relationship; rights of an athlete to negotiate contractual arrangements; liability of sports personnel in contract and tort; drug abuse by athletes and the protection of an athlete from discrimination in its various forms; the protection of an athlete's reputation, name, image and likeness; and finally the sale of broadcasting rights of sporting events.

#### ASSESSMENT

Assignments (x8) 40%, Examination 2 hours 60%

## MLC703 – PRINCIPLES OF INCOME TAX LAW

*Offered at:* (B, X, X-OS)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* R Hanegbi  
*Coordinator:* V Brooks (B), S Wai (X)  
*Prerequisite:* Nil  
*Corequisite:* Nil

*Incompatible with:* MAA790, MLC731  
*Contact hours:* 1 x 3 hour seminar per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit aims to familiarise students with the principles underlying the Income Tax Assessment Act (ITAA 1936 and 1997) so that they have the necessary skills to successfully approach and research complex problems involving income tax issues. Topics include: the position and importance of income tax in the range of Commonwealth and state taxes; concepts of income and capital; deductions and exemptions; tax offsets; taxation of capital gains, fringe benefits and trading stock; taxation of companies; dividend imputation; taxation of individuals, partners, trustees and beneficiaries.

#### ASSESSMENT

Written Assignment 3000 words 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MLC707 – COMMERCIAL AND CORPORATIONS LAW

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2, trimester 3

*EFTSL value:* 0.125  
*Unit chair:* A Pathinayake (Trimester 2), TBA (Trimester 3)  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MLC711, MLC730, MLM720, MLM731

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit has been designed to the specifications of CPA Australia. It is designed to provide students with basic knowledge of Commercial and Corporations Law so that they can enter CPA Australia's CPA Program.

#### ASSESSMENT

Written Assignment 1 2000 words 20%, Written Assignment 2 2000 words 20%, Examination 2 hours 60%

## MLC710 – SPORT AND THE LAW

*Offered at: (B, online, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Carmichael*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to allow students to examine those aspects of the law that specifically affect sport management. This unit will focus on the law of sporting groups, liability for sporting injury and damage, sport and media law and marketing. The Competition and Consumer Law Act 2010 as well as other relevant legislation will be studied especially with regard to their implications for professional sport.

### ASSESSMENT

Written Assignment 1 2500 words 40%, Written Assignment 2 5000 words 60%

## MLC711 – COMMERCIAL AND CORPORATIONS LAW

*Offered at: (X)*  
*Credit point(s): .5*  
*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.063*  
*Cohort rule:*  
*(For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*  
*Unit chair: A Pathinayake*  
*Coordinator: P Jurkovsky (Trimester 2 – X), L Thai (Trimester 3 – X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLM731, MLC702, MLL731, MLC730*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Most businesses in Australia are conducted through the corporate form. An understanding of Australian corporations' law is therefore an important aspect of any postgraduate qualification with a commercial law or business focus. This unit provides students with an excellent grounding in the key aspects of Australian corporations' law, including the formation of companies under Australian law, the legal rules affecting the financing of companies, and how the law regulates the relationship between Australian companies and their directors, shareholders and creditors.

### ASSESSMENT

Examination 3 hours 100%

## MLC712 – TAXATION

*Offered at: (X)*  
*Credit point(s): .5*  
*Offerings: Trimester 2, Trimester 3*

*EFTSL value: 0.063*  
*Cohort rule:*  
*(For Graduate Certificate of Chartered Accounting Foundations students only – 2008 onwards).*  
*Unit chair: L Xynas (Trimester 2), J Farrell (Trimester 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLC703, MLC731*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers Taxation as being an important area of government activity. Taxation impacts upon the directions and efficiency of the economy, business activities and ultimately affects the distribution of income in society. After completing this unit, students will have the skills to be able to understand the taxation laws and their implications upon personal and business decisions. Due to the importance of taxation in the business decision making process, the study of taxation law is compulsory for membership of both of the Australian accounting professional bodies (CPA Australia and ICAA).

### ASSESSMENT

Examination 3 hours 100%

## MLC771 – LAW FOR MANAGERS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: C Davids*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require regular internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is designed to develop an understanding of the legal principles underlying business activity and its social control through law; to create an awareness of the legal implications of business transactions; to develop a capacity to identify legal problems encountered; and to obtain and evaluate professional advice. The emphasis is on the measures available to ensure contractual obligations are met and to minimise the risk of losses caused by avoidance of legal liability. Topics include: the Australian legal system; the laws of contract; agency; partnership; business torts; corporation law and industrial law.

### ASSESSMENT

Written Assignment 3000 words 50%, Examination 2 hours 50%

## MLL010 – MOOT

*Offered at: (B, G, W, X)*  
*Credit point(s): 0*  
*Offerings: Trimester 2*

*EFTSL value: 0.0*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: D Thampapillai*  
*Prerequisite: Nil*  
*Corequisite: MLL215*  
*Incompatible with: Nil*  
*Contact hours: Instruction in this unit is offered online.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

The Bachelor of Laws degree at Deakin University has been designed to integrate the study of legal theory with the elements of legal practice. The curriculum combines theoretical and practical training, and provides opportunities for students to take part in a number of practical legal skill exercises during the

Bachelor of laws degree. MLL010 Moot is the first of four compulsory dispute resolution tasks along with MLL020 Mediation, MLL030 Arbitration and MLL040 Witness Examination.

A 'moot' is the argument of a case before a simulated Court (called "a moot court") by a student or students appearing for a plaintiff against a student or students appearing for the defendant. In MLL010 Moot, a team of 2 students represent the plaintiff and a team of 2 students represent the defendant. Students appear in a hypothetical court case in the Magistrates' Court of Melbourne, Geelong and Warrnambool.

### ASSESSMENT

Oral performance in 'Practical Legal Skills Week' 100%. Assessment occurs in the Magistrates' Court of Melbourne or Geelong.

## MLL020 – MEDIATION

*Offered at: (B, G, W, X)*  
*Credit point(s): 0*  
*Offerings: Trimester 2*

*EFTSL value: 0.0*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: P Perlen*  
*Prerequisite: Nil*  
*Corequisite: MLL217*  
*Incompatible with: Nil*  
*Contact hours: Instruction in this unit is offered online.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

The Bachelor of Laws degree at Deakin University has been designed to integrate the study of legal theory with the elements of legal practice. The curriculum combines theoretical and practical training, and provides opportunities for students to take part in a number of practical legal skill exercises during the Bachelor of Laws degree. MLL020 Mediation is the second of four compulsory dispute resolution tasks along with MLL010 Moot, MLL030 Arbitration and MLL040 Witness Examination.

Mediation is essentially a voluntary and non-coercive procedure which is designed to arrive at an amicable settlement of a dispute on a non-adversarial basis. The procedure generally involves the selection of a neutral third party to bring together the parties as a facilitator of on-going discussions and who assists the parties to reach a mutual settlement of their differences.

In MLL020 Mediation students (in teams) participate in a mediation on a hypothetical fact scenario. Students are assessed on: the Negotiation Plan submitted to the Mediator; knowledge of the law and development

of argument; application of the law to the facts of the problem; ability to answer questions – responsiveness, composure, perception of the question's meaning; confidence, style, poise, courtesy, demeanour and delivery; and time management and organisation – flexibility, comprehensiveness, clarity

#### ASSESSMENT

Oral performance in 'Practical Legal Skills Week' 100%

## MLL030 – ARBITRATION

*Offered at: (B, G, W, X)*

*Credit point(s): 0*

*Offerings: Trimester 2*

*EFTSL value: 0.0*

*Cohort rule: (For Bachelor of Laws students only)*

*Unit chair: P Badenhhorst*

*Prerequisite: Nil*

*Corequisite: MLL325*

*Incompatible with: Nil*

*Contact hours: Instruction in this unit is offered online.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

#### CONTENT

The Bachelor of Laws degree at Deakin University has been designed to integrate the study of legal theory with the elements of legal practice. The curriculum combines theoretical and practical training, and provides opportunities for students to take part in a number of practical legal skill exercises during the Bachelor of Laws degree. MLL030 Arbitration is the third of four compulsory dispute resolution tasks along with MLL010 Moot, MLL020 Mediation and MLL040 Witness Examination.

Arbitration is a hearing of the matter before an arbitrator and not a judge. All parties present their sides of a dispute to the independent third party (the arbitrator or panel of arbitrators) who has been given the authority to make a binding decision in relation to the dispute between the parties. The process of arbitration is therefore adversarial. Arbitration is considered a type of alternative dispute resolution.

In MLL030 Arbitration students work in teams to represent either the Claimant or Defendant to make submissions to an arbitrator in a Tribunal.

#### ASSESSMENT

Written Assignment (Respondent Memorandum) (Individual/Group of 2 students) 1000 words 100%

## MLL040 – WITNESS EXAMINATION

*Offered at: (B, G, X)*

*Credit point(s): 0*

*Offerings: Trimester 2*

*EFTSL value: 0.0*

*Cohort rule: (For Bachelor of Laws students only)*

*Unit chair: M Bagaric*

*Prerequisite: Nil*

*Corequisite: MLL334*

*Incompatible with: Nil*

*Contact hours: Instruction in this unit is offered online.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

#### CONTENT

The Bachelor of Laws degree at Deakin University has been designed to integrate the study of legal theory with the elements of legal practice. The curriculum combines theoretical and practical training, and provides opportunities for students to take part in a number of practical legal skill exercises during the Bachelor of Laws degree. MLL040 Witness Examination is the fourth compulsory dispute resolution tasks along with MLL010 Moot MLL020 Mediation and MLL030 Arbitration.

In Witness Examination, advocates for both the prosecution and the accused are required to obtain relevant and admissible evidence from the witness that will be called in support of their respective cases in 'examination in-chief'. Opposing legal representatives are then permitted to cross-examination that witness in attempt to undermine the veracity and plausibility of the account given by the witness in examination-in-chief.

In MLL040 Witness Examination students act as advocates either for the prosecution or the accused for the purpose of bringing evidence into court on a hypothetical fact problem. Students appear in a hypothetical court case in the Magistrates' Court of Melbourne or Geelong.

#### ASSESSMENT

Oral performance in 'Practical Legal Skills Week' 100%. Assessment occurs in the Magistrates' Court of Melbourne or Geelong.

## MLL110 – LEGAL PRINCIPLES AND SKILLS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: P Perlen*  
*Coordinator: P Perlen (B), K Teh (W), J Farrell (G, X), A Naidu (X-CBD)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour skills laboratory, 1 x 1 hour tutorial per week*

*Note: It is highly recommended that LLB students study this unit in their first trimester. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to equip students with fundamental legal skills and knowledge, which are the cornerstone of an excellent legal education. Topics include: the nature of the law; legal history; development of the Australian legal system; legal reasoning; statute law and statutory interpretation; legal research; and legal communication and writing and legal ethics.

### ASSESSMENT

Test (Online) 15%, Written Assignment (Essay and Bibliography) 2000 words 25%, Examination 2 hours 60%

## MLL111 – CONTRACT

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: F Tiba*  
*Coordinator: J Clarke (G), D Allen (B), K Pniewski (W), F Tiba (X), Wilbert Mapombere (X-CBD)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLC101*  
*Contact hours: 2 x 2 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit involves a study of the general principles of contract law. Students will develop an understanding of the importance of contract law in commercial life and private settings and how contract problems may be approached and resolved. Students will be exposed to the policy issues raised by contract law. Topics include the nature, development and theory of contract law; formation; formalities; contractual capacity; contractual terms and their interpretation; vitiating factors; termination of contracts and remedies.

### ASSESSMENT

Written Assignment 2000-4000 words 40%,  
 Examination 2 hours 60%

## MLL213 – TORTS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: S Erbacher*  
*Coordinator: J Bagust (W), D Mendelson/M Bagaric (B), S Erbacher (G, X), S Christie (X-CBD)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week, 1 x 1 hour tutorial per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to the major areas of tort law. It is intended to convey an appreciation of the principles and policies involved in tort law and to study those areas of tort law which are most commonly relied upon in practice. The unit covers both common law principles and the statutory tort reforms. The syllabus includes an introduction to the nature and range of tort liability; intentional interference to the person and land; negligence; nuisance; breach of statutory duty, vicarious liability; actions arising out of the death of another person; remedies. The negligence component will cover a wide range of negligence claims, with a focus on claims for personal injury (including psychiatric injury).

### ASSESSMENT

Written Assignment 2500 words 40%, Examination 2 hours 60%

## MLL214 – CRIMINAL LAW

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M McMahon*  
*Coordinator: K Arenson (G), M McMahan (B), S Christie (W), S Marasco (X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLP233*  
*Contact hours: 4 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to introduce students to the basic principles of criminal law and current theories concerning the nature and purpose of criminal liability and punishment. Students will also be required to examine the principal criminal offences and the defences to those offences. Topics include: definition of crime; nature and purpose of the criminal law; the role and utility of criminal law and punishment; elements of criminal liability; participants in criminal activity; attempt, homicide and other offences against the person; property offences; and defences to liability.

### ASSESSMENT

Written Assignment (Problem Question) 2000-3000 words 40%, Examination 2 hours 60%

## MLL215 – COMMERCIAL LAW

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: D Thampapillai*  
*Coordinator: C Bozzi (G, X), D Thampapillai (B), K Teh (W)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLC102*  
*Contact hours: 4 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to broaden students' knowledge and understanding of contract and to introduce them to the law relating to some of the more important commercial transactions. Topics include: assignment of contractual rights and liabilities; agency (creation and forms of agency, authority, principal's relationship with third parties, agent's relationship with third party, relationship between principal and agent, termination); supply of goods within Australia (passing of property, implied terms, performance, remedies); the unconscionability provisions of the Trade Practices Act 1974, insurance (nature and types of insurance, insurable interest, Insurance Contracts Act 1984, insurance intermediaries, contribution, subrogation).

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MLL217 – MISLEADING CONDUCT AND ECONOMIC TORTS

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: S Erbacher*  
*Coordinator: P Jurkovsky (B), S Erbacher (G, X), K Pniewski (W)*  
*Prerequisite: MLL111 and MLL213*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week, 1 x 1 hour tutorial per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The subject material covered in this unit falls into three main categories: tortious liability for false statements, including the tort of defamation and injurious falsehood; statutory prohibitions on misleading or deceptive conduct and other false representations in the Competition and Consumer Act 2010; and the product liability of manufacturers under the common law and under the Competition and Consumer Act 2010.

### ASSESSMENT

Written Assignment 1 (Group/2 Students) 1500 words 15%, Written Assignment 2 (Group/2 Students) 2000 words 25%, Examination 2 hours 60%

## MLL218 – CRIMINAL PROCEDURE

Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: M McMahon  
Coordinator: M McMahon (B), M Cookson (G), J Bagust (W), A Foley (X), D Lovett (X-CBD)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLP233  
Contact hours: 4 x 1 hour lectures per week, 1 x 1 hour tutorial per fortnight

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit aims to provide students with a practical understanding of the criminal justice system. Students will be expected to become familiar with the statutes and case law shaping the law of criminal procedure. Students will also be encouraged to consider the adequacy of our procedural laws and whether reform is appropriate. The unit examines: courts exercising criminal jurisdiction; the commencement of criminal proceedings; bail; search, seizure and forensic procedures; police questioning; identification evidence; the role of the DPP, Crown Solicitor and Counsel and Police in the prosecution of offences; the accused's pleadings and the jury system.

### ASSESSMENT

Written Assignment (Essay) 2000-3000 words 40%,  
Examination 2 hours 60%

## MLL221 – CORPORATE LAW

Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: J du Plessis  
Coordinator: V Lamprobolous (B), J du Plessis/L de koker (G, X), M Brock (W), A Naidu TBC (X-CBD)  
Prerequisite: MLL111  
Corequisite: Nil  
Incompatible with: MLC203  
Contact hours: 4 x 1 hour lectures per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit provides an overview of the law in Australia governing the various forms in which businesses are conducted and aims to familiarise students with the concept of corporate legal personality. Topics include: choosing between business organisations; corporate personality; promoters and pre-registration contracts; registration of corporations; the corporate constitution; shares and dividends; corporate fundraising; appointment and removal of directors; directors' duties; and external administration.

### ASSESSMENT

Assignment 1 (Test/Research Paper) 1500 words 20%,  
Assignment 2 (Test/Research Paper) 1500 words 20%,  
Examination 2 hours 60%

## MLL301 – INTERNATIONAL LITIGATION AND DISPUTE SETTLEMENT- JESSUP MOOT

Offered at: (X-OS) Not Offered in 2012.  
Offerings: Trimester 3

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: D Thampapillai  
Coordinator: D Thampapillai  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: No set lecture schedule, team members will be required to meet regularly with each other and with the Coordinator.

Note: Quota applies; Enrolment by application to the Unit Chair only. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of the unit is to give students a basic understanding of the way international agreements and disputes are interpreted and resolved. Jessup Moot students will be introduced to the way international disputes between states are litigated. Topics include: choice of law issues and choice of law clauses; choice of forum rules; selecting the forum; service of international process; restraining foreign actions; executing judgments internationally.

The Philip C. Jessup International Law Moot Competition is the most prestigious moot competition in the world. Mooting generally consists of a mock trial



between two opposing parties. In a moot students prepare as advocates for a trial. A moot normally consists of written submissions and oral advocacy. The Jessup Moot consists of writing two 50 page memorials, learning the basic principles of public international law, learning the Jessup Moot and rules, training for the Jessup Moots and competing at Jessup.

#### ASSESSMENT

Written Assignment (Memoranda 1) (Group) 25%,  
Written Assignment (Memoranda 2) (Group) 25%,  
Presentation (Oral) 25%, Assignment (Contribution to  
Teamwork) 25%

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## MLL302 – HUMAN RIGHTS LAW

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M Bagaric*  
*Coordinator: M Bagaric (B), D Meagher (G, X)*  
*Prerequisite: MLL110, MLL111, MLL214, MLL213*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: Melbourne Burwood Campus: 3 x 1 hour  
lectures per week*  
*Geelong Waurn Ponds Campus: 1 x 1 hour lecture per  
week, 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet  
access. Please refer to the most current computer  
specifications.*

#### CONTENT

The Charter of Human Rights and Responsibilities 2006 (Vic) (the Charter) commenced on 1 January 2008. The Act states that to the extent that it is possible all legislation in Victoria must be interpreted in a manner which is compatible with human rights. Public authorities are also required to grant the rights set out in the Charter. The impact of the Charter is wide-ranging. All legal practitioners must be familiar with the operation of the Charter to properly advise clients regarding their rights and remedies. This unit will provide students with a sound understanding of the Charter.

#### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2  
hours 60%

## MLL303 – LEGAL THEORY: GLOBALISATION AND THE RULE OF LAW

*Offered at: (X)*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M Hardie*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: TBC*

*Note: Online teaching methods require internet  
access. Please refer to the most current computer  
specifications.*

#### CONTENT

Globalization refers to the changes that have affected the global economy over the past thirty years. These changes can be attributed partly to the changing nature of economic production and growth in information and communication technologies facilitating the rapid transfer of information, capital and money. This unit looks at the theory, the role, and the dynamics of legal change, including the political, social, historical and international developments in law.

#### ASSESSMENT

Written assignment (book review) 2000 words 30%,  
Research assignment 3000 words 70%

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## MLL314 – INTRODUCTION TO NEGOTIATION AND MEDIATION

*Offered at: (G-Block, B-Block)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (G-Block), trimester 3 (B- Block,  
G- Block)*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M McShane*  
*Prerequisite: Prerequisite: At least 4 units of the LLB  
and MLL020 Mediation or MLS231 Legal and Ethical  
Contexts of Social Work*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: Block Unit Offering:*  
*Unit is taught face to face intensively in blocks during  
the trimester; for example, classes are not held on a  
weekly basis. Attendance is required at the following  
times:*

Melbourne Burwood Campus: Monday 5 November – Friday 9 November, 10am – 5.50pm, HE3.004  
Geelong: Dates to be confirmed.

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: A student quota exists. Only 36 students per campus will be admitted to this unit. Once the quota is reached the unit will no longer be available to students. This unit is offered in block mode and may impact on some international students enrolment. It is the student's responsibility to monitor their enrolment. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

After an introduction to some of the foundational concepts [Fisher and Ury's Getting to Yes and the idea of principled as opposed to positional bargaining characterizing court dominated dispute resolution processes], students will be involved in daily exercises ranging from fairly simple negotiations to complex mediations – really a form of facilitated negotiation by third party neutrals.

All students will perform a number of roles and required to engage in forms of collaborative learning styles. A number of exercises will be videoed and uploaded to DSO in order for students to engage in critical and self-critical/reflective analysis. We will be using a text called *The Practice of Mediation: A Video-Integrated Text* by Douglas N Frenkel + James H Stark [Aspen Publishers, 2008] and while this is an American text it is the best book available for explaining the principles and processes – it contains six hours of video dealing with three separate scenarios and transcripts with numerous questions built into the text that are designed to facilitate your understanding of the theory in specific contexts very much like the ones many of you will encounter in professional life.

As this unit is being taught in block mode, you will be expected to do a lot of reading in a short period of time. Workshop format with some formal lectures and discussions designed to support the experiential learning; i.e., role-playing activities.

### ASSESSMENT

Assignment (Contribution to Online Discussion) 20%, Research Paper 3000 words 40%, Test (In Class) 40%

## MLL315 – PERSONAL INJURIES COMPENSATION SCHEMES

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: J Taliadoros  
Prerequisite: MLL213  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to introduce students to personal injuries compensation schemes available in Victoria for workplace and transport accidents, namely the Accident Compensation Act 1985 (Vic) and the Transport Accident Act 1986 (Vic). These schemes govern a large and ever-growing area of litigation and alternative dispute resolution practice and, accordingly, a knowledge of the operation of these schemes is necessary for legal practitioners to properly advise clients on their rights and remedies or liabilities. This unit will provide students with a sound understanding of the relevant legislation, particularly regarding entitlements to no-fault compensation benefits and common law relief.

### ASSESSMENT

Written assignment (3000 words) 40%, Examination 1.5 hours 60%

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## MLL323 – CONSTITUTIONAL LAW

*Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: D Meagher  
Coordinator: O Roos (B), D Meagher (G, X), M Brock (W)  
Prerequisite: MLL110 or MLL216  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 4 x 1 hour lectures per week, 1 x 1 hour tutorial per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to provide students with an introduction to the principles of constitutional law at the state and federal levels, an elaborate study of the Commonwealth Parliament's powers and federalism and the interrelationship between jurisdiction and judicial review and questions of Commonwealth – state relationships.

**ASSESSMENT**

Assignment (Paper) or Test (Multiple Choice) 40%,  
Examination 2 hours 60%

**MLL324 – ADMINISTRATIVE LAW**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: O Roos*  
*Coordinator: O Roos (B), M Hardie (G, X), W Mapombere (X-CBD)*  
*Prerequisite: MLL323*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit initially examines the sources, nature and limits of discretionary administrative power. It then examines judicial review of administrative action including review of 'law-making' and administrative decision making. The scope, limits, grounds and remedies available to courts of law will be canvassed in some detail. These will then be contrasted with extra judicial modes of review by administrative tribunals and by the ombudsmen. Finally the unit involves consideration of methods of obtaining information from government agencies, including FOI laws.

**ASSESSMENT**

Assignment (Take Home Problem Question) 3000 words 50%, Examination (Closed Book) 2 hours 50%

**MLL325 – LAND LAW**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: P Badenhorst*  
*Coordinator: P Badenhorst (G, X), D Thampapillai (B), TBA (W)*  
*Prerequisite: MLL327*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to familiarise students with the law relating to the creation, ownership and transfer of interests in land. It is designed to provide a thorough grounding in the statutory schemes of registration applicable in Victoria. Topics include: the definition of land and the limits of ownership; ownership and concurrent ownership of land; legal and equitable interests in land; Torrens title registration; purchasing and selling land and conveyancing; security and other interests in land including mortgages, easements and restrictive covenants; landlord and tenant.

**ASSESSMENT**

Assignment (Problem Based Research) 40%,  
Examination 2 hours 60%

**MLL326 – RESTITUTION**

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: J Taliadoros*  
*Prerequisite: MLL111*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit introduces and examines the concept of unjust enrichment and the various restitutionary remedies currently available in Australia. Topics include: the place and role of the law of restitution; the concept of unjust enrichment; the right to restitution including mistake, failure of consideration, contracts which fail, and payments made under compulsion; claims for the reasonable value of services; restitution for wrongdoing and proprietary remedies; defences.

**ASSESSMENT**

Test (Take Home) 2500 words 40%, Examination 2 hours 60%

**MLL327 – PROPERTY**

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: S Hepburn*  
*Coordinator: P Badenhorst (G, X), S Hepburn (B), K Teh (W), D Lovett (X-CBD)*  
*Prerequisite: MLL110, MLL111, MLL213 and MLL214*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to provide students with a sound grasp of the concept of property and proprietary interests in relation to both real and personal property. The unit will also act as an introduction to MLL325 Land Law and to aspects of the law relating to personal and intellectual property. The syllabus includes the concepts of property, possession, seizing and title; fragmentation of proprietary interests; acquisition and enforcement of interests in property; personal property; transfer; legal and equitable remedies in relation to property; security interests in personal property, introduction to intellectual property.

**ASSESSMENT**

Assignment (Problem Based) 2000 words 40%, Examination 2 hours 60%

**MLL334 – EVIDENCE**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M Bagaric*  
*Coordinator: M Bagaric/T Alexander (B), A Foley (G, X)*  
*Prerequisite: MLL214 and MLL218*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit aims to give students an understanding of the law relating to the collection and use of information pertaining to the subject matter of criminal and civil proceedings. The rationale for the rules comprising the law of evidence and the values they reflect will also be considered. Topics include: the theoretical foundations of the rules of evidence; competence and compellability of witnesses; burden and standard of proof; privilege; examination of witnesses; the accused as a witness; similar fact evidence; documentary evidence; opinion evidence; admissions and confessions; the hearsay rule and its exceptions; illegally obtained evidence and corroboration. The unit covers the Uniform Evidence Act and common law rules.

**ASSESSMENT**

Written Assignment 1500 words 20%, Test (Multiple Choice) 20%, Examination 2 hours 60%

**MLL335 – LEGAL PRACTICE AND ETHICS**

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: M Ebejer*  
*Coordinator: T Alexander (B), M Ebejer (G, X), J Bagust (W)*  
*Prerequisite: MLL110, MLL111, MLL213 and MLL214*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to the practice of law and to the ethical obligations they will assume upon becoming lawyers. Topics include: the history and organisation of the Victorian legal profession; current trends in professional practice; professional responsibility and liability; introduction to ethics and ethical concepts; legal ethics and the duties owed by lawyers to the law, to their clients, to the Court and to each other; statutory regulation of the legal profession; and trust accounting.

### ASSESSMENT

Assignment (Practical) 40%, Examination 2 hours 60%

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## MLL336 – INTERNATIONAL COMMERCIAL LAW

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: T Keily  
Prerequisite: MLL111 and MLL215  
Prerequisite for BCom students: MLC101 Business Law  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to introduce students to the legal complexities associated with international trade and to familiarise them with some of the more important areas of law affecting that activity. The syllabus includes international supply of goods, Vienna sales convention, international carriage, conflict of laws, GATT, international banking and finance, marine insurance, foreign investment and resolution of international trade disputes.

### ASSESSMENT

Assignment (Research or Problem Based) 40%, Examination 2 hours 60%

## MLL342 – WORKPLACE LAW

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: D Allen  
Coordinator: D Allen (B, X), TBA (G)  
Prerequisite: MLL111  
Corequisite: Nil  
Incompatible with: MLC309  
Contact hours: 4 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to equip students to navigate the broad range of laws relating to work relationships in Australian law. The unit considers common law and legislation on both state and federal levels. The syllabus includes reasons for and means of regulating the work relationship; distinguishing the employment relationship at common law; the formation and contents of the contract of employment, including employer and employee duties; occupational health and safety and workers' compensation; rights and obligations on termination of employment; employment discrimination; the constitutional bases for federal employment legislation; the federal industrial relations system; the regulation of unions; and rights and obligations regarding industrial action.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

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## MLL344 – CHINESE COMMERCIAL LAW

*Offered at: (X, X-OS)  
Credit point(s): 1  
Offerings: Trimester 2 (X-OS as part of a study tour to China during mid-year break), trimester 3 (X)*

*EFTSL value: 0.125  
Unit chair: KH Wang  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week (on campus), 2 weeks of intensive lectures (study tour)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The unit aims to enable students to develop an understanding of the Chinese legal system and its relationship to Chinese history and culture as well as to develop an awareness of Chinese commercial law in the context of foreign trade and investment. The unit covers China's legal history and current legal system, law of contract, law of joint ventures and 100% foreign-owned enterprises, foreign trade law, protection of foreign intellectual property, labour and employment issues in foreign investment enterprises and dispute resolution.

## ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

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## MLL351 – LAW CLINIC

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Work experience in industry: This is a Work Experience in Industry (WEI) unit.  
Unit chair: M Ebejer  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Quota and special permission applies: applications must be made to the LLB Program Coordinator. Please see <http://www.deakin.edu.au/buslaw/law/currentstudents/lawclinic.php> for selection criteria, application forms and further information. Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The unit enables students to gain an appreciation of certain aspects of legal practice and to extend and deepen their theoretical knowledge of the law by working under supervision in a community legal service. During their placement in the legal service, students will receive instruction in the following areas of legal practice: taking instructions and client interviewing; fact finding; dispute resolution and negotiation; providing advice and counselling of a legal nature; legal research and problem-solving; the litigation process; and advocacy.

## ASSESSMENT

Journal 40%, Host Assessment 60%

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## MLL355 – INTERNATIONAL LITIGATION AND DISPUTE SETTLEMENT

*Offered at: (B, X-OS)  
Credit point(s): 1  
Offerings: Trimester 1 (B, X-OS as part of a Study Tour Moot Competition)*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Laws students only)  
Unit chair: B Hayward  
Coordinator: B Hayward  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: No set lecture schedule, team members will be required to meet regularly with each other and with the Coordinator.*

*Note: Quota applies; Enrolment by application to the Unit Chair only. Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The aim of the unit is to give students a basic understanding of the way international agreements and disputes are interpreted and resolved. Vis Moot students will be introduced to the law of international commercial arbitration and also the law relating to the international sale of goods. Vis Moot students will consider topics relating to alternative dispute resolution; the enforcement of international arbitral awards; the drafting of international arbitration submissions; the sources of international commercial law; principles and case law of private international law, and remedies under international law. Jessup Moot students will consider topics relating to the way international disputes between states are litigated.

## ASSESSMENT

Written Assignment (Memoranda 1) (Group) 25%, Written Assignment (Memoranda 2) (Group) 25%, Presentation (Oral) 25%, Contribution to Group Written Assignment 10%, Teamwork (Peer Evaluation) 15%

## MLL370 – LAW AND THE INTERNET

*Offered at: (B, X)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Commerce, Bachelor of Business Information Systems, Bachelor of Management or Bachelor of Laws students only)*  
*Unit chair: D Allen*  
*Coordinator: P Jurkovsky (B, X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines legal regulation of online conduct and communications, and considers whether, and if so, to what degree, new regulatory paradigms are required to deal with the unique features of the online environment. In particular the unit will cover: the nature of the Internet and the World Wide Web; the challenges of protecting intellectual property in cyberspace; online contracting and consumer protection; privacy and security threats posed by the new information technologies and responses to those threats, both legal and technical; internet content regulation; online defamation. Recent common law developments and legislative responses both in Australia and other jurisdictions will be considered.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MLL375 – ENVIRONMENTAL LAW

*Offering information: Not offered in 2012*

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Hannigan*  
*Prerequisite: MLL324*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to provide students with a sound understanding of the environmental protection regime in Victoria under the Environmental Protection Act 1970. The unit also examines common law mechanisms that may indirectly protect the environment. Federal initiatives, including Australia's new National Environment Protection Measures are also considered. An introduction to international regimes is undertaken in order to highlight the relationship between state, commonwealth and international measures.

### ASSESSMENT

Written Assignment 1 (Research Paper) 2000-2500 words 40%, Written Assignment 2 (Research Paper) 4000-5000 words 60%

## MLL377 – INTERNATIONAL LAW

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: J Morss*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The nature, principles, structure and institutions of public international law are studied to enable students to develop an understanding of past and current issues concerning international affairs from an international law perspective. Topics include: the history, nature, sources, and subjects of international law; jurisdictions and immunity; creation and recognition of states and governments; the United Nations and International Court of Justice; human rights; refugees and the use of force.

### ASSESSMENT

Written Assignment (two parts) 40%, Examination 2 hours 60%

## MLL378 – BANKING LAW AND SECURITIES

*Offering information: Not offered in 2012*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Rees  
Prerequisite: MLC101 or MLL111  
Corequisite: Nil  
Incompatible with: MLC307  
Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics include: the concepts of debt security, Romalpa clauses and chattel leases; legal, equitable and statutory mortgages; charges, pledges and liens; the Consumer Credit Code; the banker/customer relationship; the nature of cheques, the parties to a cheque, statutory protection for bankers and parties to cheques; an overview of electronic banking; electronic data interchange (EDI) technology, and international payment systems.

### ASSESSMENT

Assignment (Problem Question) 2000-3000 words 40%, Examination 2 hours 60%

## MLL382 – INDIAN LAW

*Offered at: (Tour)  
Credit point(s): 1  
Offerings: Trimester 3 (as part of the study tour to India)*

*EFTSL value: 0.125  
Unit chair: A Pathinayake  
Prerequisite: MLC101  
Prerequisite for M312 students: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

This unit has two principal aims. First, to introduce the current Indian legal system and, second, to study in detail some aspects of Indian commercial law, particularly law in relation to commercial transactions in India. The unit introduces Indian legal history and India's law-making mechanisms and then examines in more detail some key topics in Indian commercial law. After having completed the unit, you should have an understanding of both the underlying principles of the

legal system, and Indian Commercial Law. Furthermore, you will have some exposure to the particular rules or principles which affect commercial transactions with India. The unit is designed to maximise the benefits to be gained from the study tour in India, drawing on the expertise available at the Indian institutions.

### ASSESSMENT

Written Assignment 1 (Session Review) 500 words 10%, Written Assignment 2 (Reflective Journal) 2000 words 30%, Written Assignment 3 (Memorandum of Advice) 3000 words 60%

## MLL388 – INTERNATIONAL FINANCIAL CRIME

*Offered at: (B-Block, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L de Koker  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Contact hours: Block mode offering:  
Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:*

*2012  
Monday 27 February  
Tuesday 28 February  
Wednesday 29 February  
Thursday 1 March  
Friday 2 March*

*The remaining lectures will be scheduled on two Saturday during March. An assignment will be submitted by the end of April and the final exam will be written in June. This unit will be offered in block mode which will enable students to complete sixty percent of their lectures in the unit before the start of Trimester 1.*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide students with an understanding of the nature and complexity of international financial crime with a specific emphasis on the legal principles applying to key forms of financial



crime. The unit will investigate the response of the international community to these crimes and explore representative examples of regulatory and corporate measures against these offences.

#### ASSESSMENT

Written Assignment 2500 words 40%, Examination 2 hours 60%

## MLL390 – SUCCESSION LAW

*Offered at:* (X)

*Offerings:* Trimester 3

*EFTSL value:* 0.125

*Cohort rule:* (For Bachelor of Laws students only)

*Unit chair:* L Xynas

*Prerequisite:* MLL327

*Corequisite:* Nil

*Incompatible with:* Nil

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit will equip students with the theoretical knowledge and practical skills necessary to practice in succession law – the law regarding the transmission of property from one generation to another, usually on death. The syllabus covers the law governing succession to property on death; the formation of wills; the appointment of executors; and the rights and duties of executors and beneficiaries.

#### ASSESSMENT

Written Assignment (Letter of Advice) 1500 words 15%,  
Written Assignment (Draft a Will) 2000 words 25%,  
Examination 2 hours 60%

## MLL391 – CIVIL PROCEDURE AND ALTERNATIVE DISPUTE RESOLUTION

*Offered at:* (B, G, X)

*Credit point(s):* 1

*Offerings:* Trimester 2 (B, G, X) or trimester 3 (B, X)

*EFTSL value:* 0.125

*Previously coded as:* MLL112

*Cohort rule:* (For Bachelor of Laws students only)

*Unit chair:* S Cusumano

*Prerequisite:* MLL111

*Corequisite:* MLL213 and MLL215

*Incompatible with:* Nil

*Contact hours:* Trimester 2: 4 x 1 hour lectures per week

*Trimester 3: 1 x 4 hour lecture per week*

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit investigates the legal process of civil dispute resolution in our society. This unit examines procedural law, which is the law of 'how' one enforces substantive legal rights and duties, or the method through which rights (no matter what they are) get realised in our courts. Although the unit focuses on the Supreme Court of Victoria (General Civil Procedure) Rules, supplemented by cases and scholarly analysis, means of resolving disputes other than traditional litigation are considered. The syllabus roughly follows litigation process and includes the role of the court in an adversarial system; court structure and jurisdiction; initiation of proceedings; pleadings; joinder of claims and parties, including group and representative actions; discovery; dispositions without trial, including summary procedures and compromise; judgment; costs; and forms of alternative dispute resolution such as arbitration and mediation.

#### ASSESSMENT

Group Assignment 3000 words 40%, Examination 2 hours 60%

## MLL393 – HEALTH AND BIOTECHNOLOGY LAW

*Offered at:* (X)

*Credit point(s):* 1

*Offerings:* Trimester 3

*EFTSL value:* 0.125

*Cohort rule:* (For Bachelor of Laws students only)

*Unit chair:* S Allan

*Prerequisite:* MLL213, MLL214, MLL323 and MLL405

*Corequisite:* Nil

*Incompatible with:* Nil

*Contact hours:* 3 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit aims to provide students with an understanding of the law relevant to the health system and the biotechnology industry. Health and biotechnology law is a rapidly growing discipline in Australia. Topics include: the legal framework of the Medicare system, the pharmaceutical industry and the biotechnology industry; medical negligence; confidentiality and privacy and access to medical

records; genetics; end of life decision-making/ euthanasia.

#### ASSESSMENT

Written Assignment 3000-4000 words 40%,  
Examination 2 hours 60%

## MLL401 – LEGAL PROJECT

*Offered at:* (B, G, X)

*Credit point(s):* 2

*Offerings:* Trimester 1, trimester 2 or trimester 3

*EFTSL value:* 0.250

*Cohort rule:* (Available to Bachelor of Laws honours students enrolled prior to 2003 only)

*Unit chair:* J Morss (Trimester 2)

*Prerequisite:* Nil

*Corequisite:* Nil

*Incompatible with:* Nil

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*Special enrolment procedure applies – please contact a student adviser for further details.*

#### CONTENT

This unit is designed to enable Honours students to undertake a significant research project under the direction of a member of staff. The research project may focus on an existing area of law, proposed legislation, a law reform reference or it may be entirely theoretical in nature.

#### ASSESSMENT

Research Paper 10 000 words 100%

## MLL405 – EQUITY AND TRUSTS

*Offered at:* (B, G, X)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Previously coded as:* MLL321

*Cohort rule:* (For Bachelor of Laws students only)

*Unit chair:* S Hepburn

*Coordinator:* S Hepburn (B), C Bozzi (G, X), V Nath (X-CBD)

*Prerequisite:* MLL325 and MLL327

*Corequisite:* Nil

*Incompatible with:* Nil

*Contact hours:* Burwood – 1 x 3 hour and 1 x 2 hour lectures per week

*Contact hours:* Geelong – 2 x 2 hour and 1 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit aims to teach students the principles of the equitable jurisdiction. They will examine equitable principles and remedies in transactions and also their relationship with existing common law principles. They will be expected to understand different forms of trusts, the creation requirements for all trusts and the various rights and duties of both trustees and beneficiaries. Topics include: the history of equity; equitable principles in transactions; fiduciary principles; and express, resulting and constructive trust analysis.

#### ASSESSMENT

Written Assignment 4000 words 40%, Examination 2 hours 60%

## MLL406 – TAXATION

*Offered at:* (B, G, W, X)

*Credit point(s):* 1

*Offerings:* Trimester 2 (B, G, W, X), trimester 3 (X)

*EFTSL value:* 0.125

*Previously coded as:* MLL322

*Cohort rule:* (For Bachelor of Laws students only)

*Unit chair:* L Xynas

*Coordinator:* L Xynas (B), J Lynch (G, X), W Obst (W)

*Prerequisite:* MLL111, MLL221 and must have successfully completed 8 Law units

*Corequisite:* Nil

*Incompatible with:* MLC301

*Contact hours:* 4 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The unit provides an introduction to the role of taxation as an instrument of government policy. Topics include: an introduction to the concepts of income and capital receipts; income from business, property and personal services; deductions and exemptions; taxation of capital gains; tax accounting, trading stock and fringe benefits tax. It also includes an introduction to the Goods and Services Tax.

**ASSESSMENT**

Written Assignment (Research/Problem Based) 4000 words 40%, Examination 2 hours 60%

**MLL408 – FAMILY LAW**

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* MLL341  
*Cohort rule:* (For Bachelor of Laws students only)  
*Unit chair:* M Ebejer  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* 3 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit will examine the legal relationships arising out of the family as a legal and social institution. The syllabus includes: a study of society and the family; the Commonwealth constitution, and the impact it has on the Family Law Act 1975 (Cwlth); the jurisdiction of the Family Court; the legal rules which govern marriage; divorce and other forms of principal relief; the responsibility of parents and the Family Court to make decisions 'in the best interests' of a child; the division of property upon marriage breakdown; spousal maintenance; the child support assessment scheme (briefly); financial disputes between domestic partners under Federal law; and from a sociological and legal framework, violence within a family.

**ASSESSMENT**

Assignment 1 (Practical) 3000 words 40%, Assignment 2 (Practical) 5000 words 60%

**MLL409 – COMPETITION LAW AND POLICY**

*Offered at:* (X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Previously coded as:* MLL350  
*Cohort rule:* (For Bachelor of Laws students only)  
*Unit chair:* J Clarke

*Prerequisite:* MLL111  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* This unit is offered in the wholly online teaching mode only: there will be no face-to-face teaching

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

The unit introduces students to the principal areas of law in Australia which aim to preserve competition in the economy. Attention will focus on the competition law provisions in the Competition and Consumer Act 2010 and their theoretical underpinnings. In particular, it will examine the following topics: the common law doctrine of restraint of trade; the scheme of the Competition and Consumer Act 2010; trade practices economics; price fixing; anti-competitive arrangements; primary boycotts; exclusive dealing; misuse of market power; resale price maintenance and mergers.

**ASSESSMENT**

Written Assignment 1 1000 words 10%, Written Assignment 2 2000-3000 words 30%, Examination 2 hours 60%

**MLL410 – INTELLECTUAL PROPERTY**

*Offered at:* (B, G, W, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, W, X), trimester 3 (X)

*EFTSL value:* 0.125  
*Previously coded as:* MLL374  
*Cohort rule:* (For Bachelor of Laws students only)  
*Unit chair:* E Adeney (Trimester 1), D Thampapillai (Trimester 3)  
*Coordinator:* E Adeney (B), T Alexander (G), S Christie (W, X), V Nath (X-CBD)  
*Prerequisite:* MLL111 and must have successfully completed 8 Law units  
*Corequisite:* MLL327  
*Incompatible with:* Nil  
*Contact hours:* 4 x 1 hour lectures per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit aims to give students an understanding of the statutory protection of intellectual property in Australia. The unit seeks to provide a broad introduction to this area of law, dealing with each of its principal components. Students will learn to recognise the kinds

of intellectual endeavour that can be protected, the forms protection can take, the prerequisites to gaining protection and the means of enforcing breaches. Topics include: the development of and rationales for intellectual property rights; copyrights and designs; patents; trademarks; and enforcement and remedies.

#### ASSESSMENT

Written Assignment (two part) 40%, Examination 2 hours 60%

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## MLL495 – MIGRATION AND REFUGEE LAW

*Offered at: (B, X)*  
*Offerings: Trimester 2 (B, X)*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Laws students only)*  
*Unit chair: A Pathinayake*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Migration and refugee law are two of the fastest growing areas of law in Australia. Traditionally, migration agents represented individuals with migration or refugee related concerns. The increased complexity of these areas of law provides significant career opportunities for lawyers in these areas of law. This unit aims to provide students with an understanding of migration and refugee law and policy. The unit also analyses the substantive and procedural rules and principles governing these areas of law.

#### ASSESSMENT

Written Assignment 1 (Case Study), 5000 Words, 50%,  
Written Assignment 2 (Case Study), 5000 Words, 50%

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## MLL792 – MASTERS MINOR THESIS

*Offered at: (B, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1 and trimester 2*

*EFTSL value: 0.250*

Unit detail not available

## MLL794 – MASTERS MINOR THESIS

*Offered at: (B, X)*  
*Credit point(s): 4*  
*Offerings: Trimester 1 and trimester 2*

*EFTSL value: 0.500*

Unit detail not available

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## MLM703 – CHINESE COMMERCIAL LAW

*Offered at: (B, Tour, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2 (as part of a study tour to China, during mid-year break), trimester 3 (B, X)*

*EFTSL value: 0.125*  
*Unit chair: KH Wang*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLL703*  
*Contact hours: 1 x 3 hour seminar per week (on campus), 2 weeks of intensive lectures (study tour)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to enable postgraduate students to develop an understanding of the Chinese legal system and its relationship to Chinese history and culture, as well as to develop an awareness of Chinese commercial law in the context of conducting business with China, in particular, trading with and investing in China. The unit covers China's legal history and current legal system; signing foreign related contracts in China; law of joint ventures and 100% foreign-owned enterprises; foreign trade law; protection of foreign intellectual property; labour and employment issues in foreign investment enterprises and dispute resolution.

#### ASSESSMENT

Written Assignment 4000 words 50%, Examination 2 hours 50%

## MLM706 – CORPORATE GOVERNANCE

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J du Plessis*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLL706*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of four distinctive parts. In Part One students are introduced to basic concepts, board structures and types of company officers. In Part Two the focus is on corporate governance in Australia. Part Three deals with corporate governance in international and global context with the emphasis on the US, the UK Canada, Germany, Japan and China as well as the OECD principles of corporate governance. Part Four deals with business ethics and future directions regarding corporate governance.

### ASSESSMENT

Written Assignment 1 2500 words 25%, Written Assignment 2 2500 words 25%, Written Assignment 3 5000 words 50%

## MLM710 – INTERNATIONAL COMMERCIAL ARBITRATION

*Offering information: Not offered in 2012*

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Cohort rule: (For Master of Laws students only)*  
*Unit chair: B Hayward*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit investigates the law and practice of international commercial arbitration. It is taught comparatively with reference to various national laws, international institutional rules and the major relevant international instruments. The first part of the unit covers the technical legal framework of international arbitration and its relationship to domestic legal systems. Topics include the sources of international arbitration law and the concepts of *lex loci arbitri* and the arbitration agreement. The second part of the unit covers procedural aspects such as appointment and legal status of arbitral tribunals, jurisdiction, procedure, applicable law, and awards. Finally, contemporary issues and problems are examined.

### ASSESSMENT

Written Assignment 1 4000 words 40%, Written Assignment 2 2500 words 30%, Written Assignment 3 2500 words 30%

## MLM711 – INTERNATIONAL ENVIRONMENTAL LAW

*Offering information: Not offered in 2012*

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B), trimester 3 (X)*

*EFTSL value: 0.125*  
*Unit chair: TBA (Trimester 1), B Hayward (Trimester 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour lecture/seminar per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

International Environmental Law is a dynamic speciality within what is broadly termed public international law. In this unit students will become acquainted with the development of International Environmental Law and the key principles and cases which have shaped its content. Growing international awareness of the long lasting impact human activity has on the natural environment and the transnational nature of environmental disasters, has spurred international, regional and domestic law and policy development. Classes will address a range of environmental concerns including climate change, marine pollution, biodiversity, and environmental restrictions in international and polar regimes. State and corporate responsibility for environmental harm is also examined. Students complete the unit with an investigation into current and future international environmental challenges.

**ASSESSMENT**

Written assignment 1 2500 words 25%, written assignment 2 2500 words 25%, written assignment 3 5000 words 50%

**MLM712 – INTERNATIONAL INTELLECTUAL PROPERTY LAW**

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: C Antons  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit examines intellectual property (with an emphasis on trademarks, copyright and patents) and the international agreements for their protection. It does so from an international perspective by focusing in particular on the World Trade Organization's Agreement on Trade Related Aspects of Intellectual Property Rights. In so doing this unit examines this and other key international intellectual property agreements for their requirements regarding observance, enforcement and dispute settlement. This unit then explores some of the current international intellectual property issues including those relating to public health and the Internet.

**ASSESSMENT**

Written Assignment 1 2500 words 25%, Written Assignment 2 2500 words 25%, Written Assignment 3 5000 words 50%

**MLM714 – INTERNATIONAL LABOUR LAW**

Offering information: Not offered in 2012  
Offered at: (B-Block)  
Offerings: Trimester 3

EFTSL value: 0.125  
Cohort rule: (For Master of Laws, Graduate Certificate or Master of Commercial Law students only)  
Unit chair: TBA  
Prerequisite: Nil

Corequisite: Nil  
Incompatible with: Nil  
Contact hours: Block mode offering:  
Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: Dates to be confirmed for 2012.

Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.

Note: This unit is offered in off campus intensive mode and may impact on some international students enrolment. It is the student's responsibility to monitor their enrolment.

Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit will focus on regulation of labour relations through international conventions and treaties, and compare the national labour regulation schemes of Australia and some of her key trading partners. It will provide students with an understanding of the important policy issues driving the push for international labour regulation and how this affects national regulation of labour and the labour market. Specific business problems which can arise through labour relations of the multinational enterprise (MNE) will be examined. Topics include: the International Labour Organisation (ILO), the Fundamental Rights of Workers, European Union Labour Regulation, regional trade and labour agreements, the North American Agreement on Labour Cooperation, the transplantability of labour laws between nations, and the labour laws of Australia, the US, China and Asia.

**ASSESSMENT**

Written Assignment 4000 words 50%, Test (Take Home) 50%

**MLM720 – INTRODUCTION TO COMMERCIAL LAW**

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: A Pathinayake (Trimester 1), F Tiba (Trimester 2), TBA (Trimester 3)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLC701 and MLL720  
Contact hours: 1 x 3 hour seminar per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This is a foundation law unit designed for students who are embarking on one of the School's postgraduate programs who do not have a law degree (or equivalent). The unit focuses on various learning, research and communication skills that are needed in order to complete subsequent coursework units and research papers. It also introduces a number of substantive law areas.

### ASSESSMENT

Written assignment 1 2000 words 20%, written assignment 2 2000 words 20%, examination 2 hours (closed book) 60%  
Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MLM721 – INTERNATIONAL COMPETITION LAW AND POLICY

*Offering information: Not offered in 2012*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Clarke  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLC706, MLL721 and MLM760  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the law relating to the preservation of competition in the economies and internationally by examining the restrictive trade practices provisions of the Competition and Consumer Act 2010 (Cth) and comparable legislation in the USA, Europe and certain other jurisdictions. The theoretical underpinnings of those provisions and international developments are also examined. Topics include: evolution and goals of competition law; trade practices economics; restraint of trade; boycotts; anti-competitive agreements; price fixing; misuse of market power; exclusive dealing; resale price maintenance; mergers; authorisation, remedies and procedure; access; extra-territorial application; blocking and clawback legislation; international agreements on application and enforcement.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%

## MLM722 – INTERNATIONAL SHIPPING LAW

*Offering information: Not offered in 2012*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 3*

*Cohort rule: (For Master of Laws students only, also available to students enrolled in the Graduate Certificate or Master of Commercial Law subject to approval)  
Previously: Previously, Shipping Law  
Unit chair: C Bozzi  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLL722  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to introduce the law of shipping. To gain an understanding of the leading principles of shipping law, students will study: international conventions; ships and shipping-safety; ownership and registration of ships; mortgages; charter parties; officers and crew; carriage of goods; collisions; salvage; limitation of liability; marine insurance; admiralty jurisdiction.

### ASSESSMENT

Written Assignment 1 5000 words 50%, Written Assignment 2 2500 words 25%, Written Assignment 3 2500 words 25%

## MLM723 – POSTGRADUATE LEGAL INTERNSHIP A

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125  
Unit chair: A Rees  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Note: Enrolment is via application to the Unit Chair and subject to the availability of a suitable placement. International students who have completed at least*

two LMM units at a minimum GPA of 70 will be considered. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The purpose of this unit is to provide students with an opportunity to: gain practical experience of the Australian legal workplace; critically analyse and reflect upon issues of access to justice and equity within the Australian legal system; give students an opportunity to compare legal practice and aspects of the legal system between the students' own country and Australia; gain networking opportunities within the legal sector and an appreciation of ethics in practice.

### ASSESSMENT

Assignment (Clinical Performance) 60%, Written Assignment (Journal) 3000 words 40%

## MLM724 – POSTGRADUATE LEGAL INTERNSHIP B

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: A Rees  
Prerequisite: MLM723 and the availability of a suitable placement  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to provide students with the opportunity to deepen their internship experience and to: gain further experience of the Australian legal workplace; critically analyse and reflect upon issues of access to justice and equity within the Australian legal system; deepen knowledge of the Australian legal system as it compares with their own country; enhance networking opportunities within the legal sector and gain further appreciation of ethics in practice.

### ASSESSMENT

Assignment (Clinical Performance) 60%, Written Assignment (Program Report) 3000 words 40%

## MLM731 – CORPORATIONS LAW

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Thai  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLC702, MLC730 and MLL731  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will provide students with a basic knowledge of the regulation of companies by law under the Australian national corporations' legislation and related case law. Topics include: an introduction and historical background; characteristics of a corporation; types of corporation; the corporate constitution; corporate capacity and authority of those acting on a company's behalf; promoters; regulation of fundraising directors; shareholders; minority rights; share and loan capital; receivership; voluntary administration and deeds of company arrangement; liquidation.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MLM740 – INTERNATIONAL COMMERCIAL LAW

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, X) or trimester 3 (X)

EFTSL value: 0.125  
Unit chair: T Keily (Trimester 1), B Hayward (Trimester 3)  
Coordinator: T Alexander (B, X – trimester 1), B Hayward (X – trimester 3)  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MLL740  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an introduction to the law relating to international trade and commercial law. Topics include: an introduction to international commercial law; the



international sale of goods; the international carriage of goods; international finance and letters of credit; international, regional and bilateral trade agreements; foreign investment law; international dispute resolution; international intellectual property law; and international competition law.

#### ASSESSMENT

Written Assignment 1 4000 words 40%, Written Assignment 2 2500 words 30%, Written Assignment 3 2500 words 30%

## MLM750 – HUMAN, ECONOMIC AND LEGAL RIGHTS

*Offering information: Not offered in 2012.*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For Master of Laws, Graduate Certificate or Master of Commercial Law students only)*

*Unit chair: M Bagaric*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: This unit will be taught intensively in 3 hour lecture blocks over approximately 8 days*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides students with an understanding of the nature of human rights and the manner in which the concept of rights shapes the development of the domestic and international law. In particular the unit will cover: the origin of human rights; the nature of economic rights; the conversion of a human right into a legal right; rights in domestic law and international law; examination of distinct rights claims; rights as individualising notions and the future of rights discourse.

#### ASSESSMENT

Written Assignment 1 5000 words 50%, Written Assignment 2 2500 words 25%, Written Assignment 3 2500 words 25%

## MLM761 – HEALTH AND BIOTECHNOLOGY LAW

*Offered at: (X)  
Offerings: Trimester 3*

*Cohort rule: (For Master of Laws students only)*

*Unit chair: S Allan*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Health and biotechnology law is a rapidly growing discipline in Australia. This unit aims to provide students with an understanding of the law relevant to the health system and the biotechnology industry. Topics include: the law relating to the health system, the biotechnology industry, the pharmaceutical industry, the central contemporary ethical issues in the health and biotechnology industries, the regulation of the medical profession, medical negligence, the right to refuse treatment and end of life decisions.

#### ASSESSMENT

Written Assignment 1 5000 words 50%, Written Assignment 2 2500 25%, Written Assignment 3 2500 words 25%

## MLM770 – LAW AND THE INTERNET

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 3*

*EFTSL value: 0.125*

*Unit chair: D Allen (Trimester 1), TBA (Trimester 3)*

*Coordinator: P Jurkovsky (B, X)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MLL770*

*Contact hours: 1 x 3 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to the regulatory challenges presented by the internet to more traditional areas of law such as contract, intellectual property and criminal law. In analysing these challenges, it draws on developments in foreign jurisdictions including the United States and Europe, and developments in international law. Topics include;

history of the Internet, what it is and its underlying technology; the various services available on the Internet; how the Internet differs from other forms of communication and publication; the competing interests implicated in issues of internet regulation; and how and why the Internet presents challenges to existing legal paradigms.

#### ASSESSMENT

Written Assignment 1 2500 words 25%, Written Assignment 2 5000 words 50%, Written Assignment 3 2500 words 25%

## MLM782 – INDIAN LAW

*Offered at: (Tour)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 (as part of a study tour to India)*

*EFTSL value: 0.125*  
*Unit chair: A Pathinayake*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

#### CONTENT

This unit has two principal aims. First, to introduce the current Indian legal system and, second, to study in detail some aspects of Indian commercial law, particularly law in relation to commercial transactions in India. The unit introduces Indian legal history and India's law-making mechanisms and then examines in more detail some key topics in Indian commercial law. After having completed the unit, you should have an understanding of both the underlying principles of the legal system, and Indian Commercial Law. Furthermore, you will have some exposure to the particular rules or principles which affect commercial transactions with India. The unit is designed to maximise the benefits to be gained from the study tour in India, drawing on the expertise available at the Indian institutions.

#### ASSESSMENT

Written Assignment 1 (Session Review) 500 words 10%, Written Assignment 2 (Reflective Journal) 2000 words 30%, Written Assignment 3 (Memorandum of Advice) 3000 words 60%

## MLM785 – INTERNATIONAL LAW

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Morss*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLL785*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The aim of this unit is to examine the nature, principles, structure and institutions of public international law so that students acquire an understanding of past and current issues concerning international affairs from an international law perspective. Topics include: the history, nature and sources of international law; subjects of international law; jurisdictions and immunity; creation and recognition of states and governments; the United Nations and International Court of Justice; human rights; refugees and the use of force.

#### ASSESSMENT

Written Assignment 4000 words 50%, Examination 2 hours 50%

## MLM786 – ELECTRONIC CRIME

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Cusumano*  
*Coordinator: S Freeman (B, X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit addresses a range of issues relating to electronic crime, including: evolution of electronic crime; denial of service attacks; spreading of viruses; spamming; other forms of attack on computers; fraud; industrial espionage; money laundering; child

exploitation; terrorism; harassment; and the computer as a storage device for a criminal offence.

#### ASSESSMENT

Written Assignment 1 4000 words 50%, Written Assignment 2 4000 words 50%

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## MLM788 – INTERNATIONAL FINANCIAL CRIME

*Offered at: (B-Block, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L de Koker*  
*Prerequisite: Nil*  
*Prerequisite for M584 students: MLM720*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Contact hours: Block mode offering:*  
*Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:*

**2012**  
*Monday 27 February*  
*Tuesday 28 February*  
*Wednesday 29 February*  
*Thursday 1 March*  
*Friday 2 March*

*The remaining lectures will be scheduled on two Saturday during March. An assignment will be submitted by the end of April and the final exam will be written in June. This unit will be offered in block mode which will enable students to complete sixty percent of their lectures in the unit before the start of Trimester 1.*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide students with an understanding of the nature and complexity of international financial crime with a specific emphasis on the legal principles applying to key forms of financial crime. The unit will investigate the response of the international community to these crimes and explore representative examples of regulatory and corporate responses against these offences.

#### ASSESSMENT

Research Paper 4500 words 50%, Examination 2 hours 50%

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## MLM790 – MARKETING LAW

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: V Huang*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLM760*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Topics to be addressed include: the competition and consumer provisions of the Trade Practices Act 1974 (Parts IV and V) with particular focus on their implications for advertising, sales, marketing and distribution; intellectual property issues relevant to sales and marketing including registrable forms of intellectual property and common law protection; and enforcement and compliance issues, remedies and defences.

#### ASSESSMENT

Written Assignment 1 2000 words 25%, Written Assignment 2 2000 words 25%, Examination 2 hours 50%

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## MLM792 – ANTI-MONEY LAUNDERING AND COUNTER-TERRORISM FINANCING

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L de Koker*  
*Prerequisite: Nil*  
*Prerequisite for M584 students: MLM720*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

**CONTENT**

This unit aims to provide students with an understanding of the key principles relating to international anti-money laundering (AML) and counter-terrorism financing (CTF) law. The unit investigates the concepts of money laundering and financing of terrorism with a particular emphasis on the development of the international legal framework to counter these activities. It analyses the international AML/CTF standards and considers aspects of their implementation in a number of developing and developed countries.

**ASSESSMENT**

Written Assignment 5000 words 50%, Examination 2 hours 50%

**MLP103 – POLICE AND THE LAW**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (Not available to Bachelor of Laws students)*  
*Unit chair: C Davids*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide students with knowledge and understanding of the Australian legal system and grounding in certain areas of law relevant to the work of police officers. The unit will also seek to engender an appreciation of the importance of civil rights and of the difficulties associated with balancing those rights and the demands of law enforcement and the prevention of crime. The syllabus includes the structure of the Australian legal system; law making and enforcement in Australia, statutory interpretation; civil rights; introduction to the law of torts; and the civil liability of police officers.

**ASSESSMENT**

Written Assignment 1500 words 25%, Test (Online Multiple Choice) 25%, Examination 2 hours 50%

**MLP233 – CRIMINAL LAW AND PROCEDURE**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (Not available to Bachelor of Laws students)*  
*Unit chair: J Clarke*  
*Coordinator: M Cookson (G, X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MLL214 and MLL218*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics include: the nature and purpose of criminal law; sources of criminal law (common law and codes jurisdictions); classifications of offences; elements of criminal liability; participants in criminal activity; homicide; assault; property offences including 'white collar' crime; attempt; defences; criminal investigations (prosecution and defence); the roles of the DPP, NCA and Crown Solicitor; bail; summary proceedings; preliminary examination into indictable offences; trial of indictable offences; rules of evidence; sentencing; appeal.

**ASSESSMENT**

Written Assignment (Essay) 3000 words 40%, Examination 2 hours 60%

**MLP301 – SENTENCING LAW AND PRACTICE**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (Not available to Bachelor of Law students)*  
*Unit chair: A Pathinayake*  
*Coordinator: A Foley (G, X)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Sentencing outcomes are delivered in approximately 400 000 cases per year throughout Australia. The law in this area is complex and changes rapidly as a result of developments in criminological research and community expectations. This unit will provide students with an understanding of sentencing law principles and practices across Australia.

**ASSESSMENT**

Written Assignment 1500 words 20%, Test (Multiple Choice) 20%, Examination 2 hours 60%

**MLS231 – LEGAL AND ETHICAL CONTEXTS OF SOCIAL WORK**

*Offered at: (F, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Social Work students only)*  
*Unit chair: M Hardie*  
*Prerequisite: ASK101, ASK111, HSW101 or HSW111*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Offered at: (G, X)*

*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (Not available to Bachelor of Law students)*  
*Unit chair: S Cusumano*  
*Coordinator: S Freeman (G, X)*  
*Prerequisite: MLP233 or MLL214 and MLL218*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Electronic crime encompasses criminal activity involving the computer as a target, or the use of a computer as a tool to commit an offence or as a storage device in relation to a criminal offence. The expansion of the Internet over the last decade has seen it increasingly used as a tool for criminal activity. Such criminal activities include the potentially commercially crippling spread of viruses and worms; the nuisance of spamming; the use of technology to commit sophisticated fraud and industrial espionage and to facilitate the spread of child pornography and child exploitation. More recently its capacity to assist terrorist activities has attracted the attention of the law enforcers. This unit addresses all these forms of computer crime and discusses the way in which Australian and foreign legislation has dealt with this new era of crime and also international developments in this field.

**ASSESSMENT**

Written Assignment 3000 words 50%, Written Assignment 3000 words 50%

**CONTENT**

This unit introduces students to a basic understanding of the political and legal institutions in Australia, including the structure of legislation, the legal system, and the manner in which the community is regulated by legal and ethical obligations. In particular this unit introduces social work students to some of the legal and ethical issues which are likely to be encountered in social work practice. We will study such diverse areas of law as child abuse, family violence, juvenile justice, negligence, confidentiality, record keeping and the professional responsibility so important in professional life.

**ASSESSMENT**

Assignment (PowerPoint Presentation of a Research Project) 40%, Written Assignment (Research Essay) 3000-4000 words 60%

**MMC401 – QUALITATIVE RESEARCH FOR BUSINESS**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)*  
*Unit chair: M Parris*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: Offered in block mode only*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on skills needed to carry out qualitative research in management and marketing. This includes skills required for focus group research; interviewing; observational techniques; and case study research. In addition, the challenges of analysing and critiquing qualitative research will be considered. Selected topics include: the case study as a research strategy; the interactive nature of qualitative data-content analysis; coding and analysis of qualitative data and evaluating qualitative research.

### ASSESSMENT

Assignment 1 (Research Essay) 2500 words 30%,  
Assignment 2 (Research Essay) 3000 words 35%,  
Assignment 3 (Research Essay) 3000 words 35%

## MMC402 – RESEARCH DESIGN STRATEGIES FOR BUSINESS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)  
Unit chair: P Turner  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will work towards building students' capacity to apply the appropriate judgments in designing a large-scale research project, and a solid grasp of the criteria which distinguish excellent research designs. The unit takes an eclectic approach to developing a solid understanding of the various techniques and methods used by social science researchers and incorporates workshops, practical problem-solving, debate and discussion. Topics include: the research process and project planning; the research approach; research questions, propositions and hypotheses; the role of the literature review; issues of conceptualisation and operationalisation; data collection methods and decision-making; qualitative design considerations; quantitative design considerations; research ethics,

building analysis into the design; project management and costing; and research proposals.

### ASSESSMENT

Assignment 1 4000 words 40%, Assignment 2 10000 words 60%

## MMC403 – QUANTITATIVE RESEARCH METHODS FOR BUSINESS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)  
Unit chair: S Salzman  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: Offered in block mode during Orientation week and early trimester 1*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with the ability to design surveys, experiments and other methods of quantitative research and to analyse the resulting data. It will introduce students to a wide range of frequentist multivariate analysis tools based on dependence and interdependence techniques. It will also provide students with a solid grounding in computing skills using SPSS, Amos and Excel to enable them to communicate research results effectively, and provide them with a sound knowledge of the key issues and principles of data analysis. Students will also be encouraged to use a wide variety of sources of data including the selection of specific sub-samples from existing datasets, published tables and data available online.

### ASSESSMENT

Written Assignment 1 (Report) 1000 words 20%, Test 30%, Written Assignment 2 (Research Report) 5000 words 50%

## MMC404 – RESEARCH PARADIGMS IN MANAGEMENT AND HUMAN RESOURCE MANAGEMENT

*Offering information: Not offered in 2012*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: K Abbott  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with a solid understanding of two major philosophical perspectives used in social theorising and methodological practice, and representative theoretical approaches used to interpret and explain human behaviour, actions, and organisations. Students will explore how these ideas are used to construct theory and organise methodological practice. Representative topics include: positivism; phenomenology; functionalism; interactionism; and critical theories. In workshops, students work through problem formulation, theory construction, reviewing and mining a literature, and developing theoretical models.

### ASSESSMENT

Written Assignment 1 (Research Essay) 2000 words 25%, Written Assignment 2 (Research Essay) 2000 words 25%, Written Assignment 3 (Literature Review) 4000 words 50%

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## MMC410 – RESEARCH PROJECT

*Offered at: (B)  
Credit point(s): 4  
Offerings: Trimester 2*

*EFTSL value: 0.500  
Cohort rule: (For Bachelor of Commerce (Honours) and Bachelor of Property and Real Estate (Honours) students only)  
Unit chair: P Turner  
Prerequisite: MMC401, MMC402 and MMC403  
Corequisite: Nil  
Incompatible with: Nil*

*Contact hours: To be arranged with supervisor, minimum study commitment 30 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit requires that students submit an Honours project report (thesis) which demonstrates a knowledge of the literature relevant to the research topic; the ability to formulate a feasible research problem relevant to management, human resource management, marketing, or sport management; the capacity to design a research project appropriate for the problem; the ability to undertake field research appropriate to the project design; a demonstrated ability to analyse and interpret data; and the capacity to communicate clearly the research findings.

### ASSESSMENT

Written Assignment 40 000 words 100%

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## MMD916 – QUALITATIVE RESEARCH METHODS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2*

*EFTSL value: .125  
Unit chair: R Rentschler  
Prerequisite: Completion of all eight Stage 1 DBA coursework units or enrolment as an HDR candidate  
Corequisite: Nil.  
Incompatible with: Nil.*

*Contact hours: Unit will be taught in block mode. This involves two-day workshops on two occasions per trimester – attendance on campus for both workshops is compulsory.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit deals with qualitative research methods used in conducting a higher degree by research thesis in a business discipline. It aims to develop each student's ability to produce conceptually well-grounded, systematically conducted and well analysed qualitative research. In practical terms, the student should be able to design a research proposal that includes or is solely based on the collection of qualitative research data. This proposal needs to be linked to the literature review underlying the study and to be able to address the research questions that flow from it.

**ASSESSMENT**

Written Assignment 1 3000 words 30%, Assignment 2 (Data Analysis) 2000 words 20%, Written Assignment 3 (Draft Research Methods Paper) 4000-5000 words 50%

**MME101 – BUSINESS ACADEMIC SKILLS**

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* S Barton  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MME201  
*Contact hours:* 1 x 3 hour workshop per week

*Note: Special enrolment procedure applies. Please contact a Student Adviser or Unit Chair for further details.*

*Commitment to attendance is required from week 1 as students must complete a progressive assessment item commencing week 2.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit supports students in developing academic and communication skills within the broad context of business disciplines, as well as providing opportunities for students to address personal communication weaknesses. It prepares students for successful study within Commerce or Management and is particularly useful for students who are articulating into Deakin from post-secondary study. It is strongly recommended for students from diverse or international backgrounds who wish to establish a solid foundation for successful tertiary study.

**ASSESSMENT**

Written Assignment 1 1000 words 10%, Written Assignment 2 1500 words 20%, Test(s) 50%, Written Assignment 3 1000 words 10%, Written Assignment 4 1000 words 10%

**MMH230 – STRATEGIC HUMAN RESOURCE MANAGEMENT**

*Offered at:* (B, G, W, online)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, W, online), trimester 3 (online)

*EFTSL value:* 0.125  
*Unit chair:* K Saville (Trimester 1), D Swanson (Trimester 3)  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MMH330  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides students with HR theory and practice to facilitate students' development of critical and innovative human-oriented thinking, which allows them to make continuous human resource management decisions in the light of any given environment. The unit covers HR contextual issues such as engaging and motivating employees, managing knowledge and learning in organisations; diversity management; ethics and the law before the key factors of strategic human resource management such as human resource planning; job analysis and job design; recruitment and selection practices; human resource development; performance management; rewards management and evaluating the effectiveness of HRM. The unit also introduces students to the ideas, controversies and challenges involved in managing human resources in modern work organisations.

**ASSESSMENT**

Assignment 1 3000 words 40%, Examination 2 hours 60%

**MMH232 – HUMAN RESOURCE DEVELOPMENT**

*Offered at:* (B, G, online)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, G, online), trimester 2 (B, online)

*EFTSL value:* 0.125  
*Unit chair:* J Ferrer (Trimester 1), L Morris (Trimester 2)  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* Nil



Contact hours: 2 x 1 hour lectures per week, 1 x 2 hour tutorial per fortnight

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to provide students with both the theoretical framework and practical skills required of practitioners in the human resource development area of organisations. It identifies the functions of human resource development within the organisation and considers current and future trends. Such areas as training and development, employee development and organisational development are considered. This unit's particular focus is training and development covering learning theories, the assessing of training and development needs, program design, delivery and evaluation to support these areas.

### ASSESSMENT

On Campus

Training Presentation and Package including 400 word Report 40%, Examination 2 hours 60%

Off campus

Written Assignment (Workplace Report) 3000 words 40%, Examination 2 hours 60%

## MMH299 – BUSINESS COMMUNICATION

Offered at: (B, G, W, online)

Credit point(s): 1

Offerings: Trimester 1 (B, G, online), trimester 2 (B, G, W, online), trimester 3 (B, online)

EFTSL value: 0.125

Unit chair: A O'Loughlin (Trimester 1 and 2), J Fermelis (Trimester 3)

Prerequisite: Any four units plus either MMM132 or MMM240

Corequisite: Nil

Incompatible with: Nil

Contact hours: 1 x 1 hour lecture, 1 x 1 hour tutorial per week, plus 4 x 2 hour workshops per Trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit aims to broaden students' understanding of the complex, sophisticated nature of communication and increase their awareness of the skills and strategies required for effective communication as a means of solving problems within a range of contemporary

business contexts. Students become equipped with a suite of professional communication skills, which will assist them in gaining employment and further developing as responsible, global citizens throughout their careers. The unit features a strong, practical emphasis on formal oral and written skills, on a range of business documents and on the selection and use of various technologies for specific communication purposes. Students are also provided with opportunities to develop skills for the effective management of teamwork as well as facility with interpersonal and intercultural communication.

### ASSESSMENT

Online tutorials 20%, Workshops/oral presentations 30%, Written assignment (individual portfolio) 3000 words 50%

## MMH349 – INDUSTRIAL RELATIONS

Offered at: (B, G, online)

Credit point(s): 1

Offerings: Trimester 1 (online), trimester 2 (B, G)

EFTSL value: 0.125

Unit chair: K Abbott

Prerequisite: MMH230

Corequisite: Nil

Incompatible with: Nil

Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit provides a general introduction to the study of industrial relations. The multi-disciplinary nature of the unit is stressed within an introductory systems framework. Various sociological, economic, legal and other theories of industrial relations are examined. The system of workplace governance under the Fair Work Act 2009 is considered, as well as the role of trade unions, employer associations, collective bargaining processes, and various laws pertaining to contracts of employment, equal opportunity and occupational health and safety.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MMH350 – SKILLS WORKSHOP IN COUNSELLING AND NEGOTIATION

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B), trimester 2 (G)*

*EFTSL value: 0.125*  
*Unit chair: U Jogulu (Trimester 1), L Morris (Trimester 2)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on the development of skills in counselling, negotiation and advocacy activities. It will bring together a number of 'hands-on' applications used in the workplace. These include activities based around current employee relations issues, equity and equal employment opportunity and other HRM topics. The unit will be based on Australian and American theory and practice. In addition to the literature base, class activities will include case study exercises, negotiation exercises and role plays.

### ASSESSMENT

Assignment 1 (Group/3 Students) 2000 words 20%,  
 Assignment 2 (Group/3 Students) 2000 words 20%,  
 Examination 2 hours 60%

## MMH352 – INTERNATIONAL AND COMPARATIVE HUMAN RESOURCE MANAGEMENT

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (online), trimester 2 (B, G, online)*

*EFTSL value: 0.125*  
*Unit chair: Y Fujimoto (Trimester 1), K Abbott (Trimester 2)*  
*Prerequisite: MMH230 or MMH330*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit begins by setting out the international context of human resource management (HRM), looking at globalisation and the operations and strategies of multinational corporations. It then sets out the comparative context, detailing national cultural variations in which HRM practices might be expected to operate, as well as noting differences in the European, Anglo-American and Asian models of capitalism and labour management. The Unit concludes with topics on international recruitment, development, remuneration and performance management, as well as on managing corporate social responsibility in an international context.

### ASSESSMENT

Written Assignment 1 3000-4000 words 40%,  
 Examination 2 hours 60%

## MMH356 – CHANGE MANAGEMENT

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2 (B, G, online)*

*EFTSL value: 0.125*  
*Unit chair: J Fermelis*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is constructed around the change management analytical framework made up of four constituents: driving change, change levers, change enactors and maintaining change. The first section, 'driving change' sets out to consider the factors associated with recognising that change is necessary. The second section, 'change levers', highlights the many tools, techniques and practices that are employed to facilitate planned change. The third section, 'change enactors', focuses on the factors that ease or obstruct the operation of the change levers. The final section of the unit, 'maintaining change', considers the requirements for ongoing change.

### ASSESSMENT

Written Assignment 3000-4000 words 40%,  
 Examination 2 hours 60%

## MMH701 – HUMAN RESOURCE STRATEGY

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Graduate Certificate, Graduate Diploma and Master of Human Resource Management students only)*  
*Unit chair: Y Fujimoto*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM722, MPR722 or MPT722*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to the key concepts associated with human resources management and examines the contribution of human resources to organisational performance and competitive advantage. Topics include: the development of theoretical basis for HRM – history and origins; theories and influences; stages in development; concepts and models; functions and roles of HR departments; skills for HR professionals; internal and external environmental influences on HR; HR and its links with business strategy; competitive challenges for HR; criticism of HRM; international HRM; and emerging trends in HRM.

### ASSESSMENT

Written Assignment 1 (Analytical Essay) 3000 words 40%, Written Assignment 2 (Work Based Report) 4000 words 60%

## MMH702 – HUMAN RESOURCE PLANNING

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (For Graduate Certificate, Graduate Diploma and Master of Human Resource Management students only)*  
*Unit chair: D Swanson*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop students' understanding of the three core human resource functions: job analysis and design, human resource planning, and recruitment and selection, which will enable an organisation to meet its short- and long-term human resource needs. Topics covered in the unit include: Overview of Human Resource Planning (HRP) and its role in the HRM framework; human resource planning (forecasting organisations internal and external labour supply); human resource planning (forecasting organisation's future human resource needs); human resource information systems (HRIS); job analysis; job design; recruitment; and selection.

### ASSESSMENT

Written Assignment 1 (Critical Essay) 3000 words 40%,  
 Written Assignment 2 (Case Study) 4000 words 60%

## MMH703 – HUMAN RESOURCE DEVELOPMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Graduate Certificate, Graduate Diploma and Master of Human Resource Management students only)*  
*Unit chair: J Ferrer*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to provide HR and HRD managers with theoretical knowledge and practical guidance needed to enable them to work with both senior and line management to enhance the performance of both the employee and the organisation. Topics include: the background and theory of HRD; determining training needs; designing training programs; assessing training; evaluation; employee development; coaching, counselling and mentoring; strategies for developing the organization; and HRD in organisations today.

### ASSESSMENT

Written Assignment (Critical Essay) 3000 words 40%,  
 Assignment (Workplace Report) 60%

## MMH704 – HUMAN RESOURCE PERFORMANCE MANAGEMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Graduate Certificate, Graduate Diploma and Master of Human Resource Management students only)*  
*Unit chair: K Saville*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the skills to examine, analyse and critically evaluate the role which human resource management plays in managing the rewards and performance of individuals and groups in organisations. Topics include: performance appraisal; rewarding; managing employee retention; managing exiting strategies; conflict resolution; Australia's industrial relations framework; workplace bargaining; occupational health and safety; equal employment opportunities; and affirmative action.

### ASSESSMENT

Written Assignment (Analytical Essay) 3000 words 40%,  
 Assignment (Workplace report) 4000 words 60%

## MMH706 – ADVANCED HUMAN RESOURCE MANAGEMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Ryan*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit constitutes a key unit in the HR specialisation in the Deakin Master of Business Administration as well as an elective unit in a number of other Deakin University postgraduate programs. The unit aims to provide managers with both the theoretical knowledge and practical guidance needed to enable them to develop and implement successful human resource management strategies. The recent HR theories and skills will be integrated with contemporary work issues demonstrating the links between theory and practice in today's workforce.

### ASSESSMENT

Written Assignment 1 2000-3000 words 30%,  
 Presentation 20%, Written Assignment 2 4000 words 50%

## MMH707 – MANAGING TRANSITIONS AND CHANGE

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Creed*  
*Prerequisite: for Graduate Diploma of Human Resources students MMH701, MMH702, MMH703 and MMH704*  
*Corequisite: Nil*  
*Incompatible with: MPR707*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a thorough grounding in current theory and the various approaches to change management. Topics include: understanding change; strategy and change; change intervention tools; new forms of organising; change leadership; HRM, the human dimension in organisational change; power and resistance; measuring and sustaining change.

### ASSESSMENT

Written Assignment 1 (Essay) 3000 words 50%, Written Assignment 2 (Report) (Group/3 Students or Individual) 3500-4500 words 50%

## MMH709 – EMPLOYMENT RELATIONS FOR ORGANISATIONAL EFFECTIVENESS

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Abbott*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit presents an overview of employee relations in the Australian context. It focuses on the way employment relationships are managed within a framework of change. The unit sets out unique nature of the employment relationship, adopting an historical and theoretical framework of analysis. Topics include: defining employment relations; employment relations in the Australian context; employee participation; industrial conflict and negotiation skills; unions and employer associations; the integration of industrial relations and human resource management; and management style, organisational size and employment relations.

### ASSESSMENT

Written Assignment 1 2500 words 40%, Written Assignment 2 3500 words 50%, Presentation 10%

## MMH710 – RIGHTS AND RESPONSIBILITIES IN HUMAN RESOURCE MANAGEMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: B Hearn MacKinnon*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

This unit builds on the more general studies of human resource management contained in the other suite of post graduate offerings by focussing on the specific requirements of HR managers in ensuring their organisations comply with the array of regulatory requirements in operation in Australia. As such, the unit aims to equip students with a sound knowledge of employer and employee rights and responsibilities, from the vantage point of practicing HR professionals, not as lawyers. Overall, the unit aims to develop a critical understanding of these issues, in terms of a deeper understanding of the role of the state in overseeing/defining the employment relationship.

### ASSESSMENT

Written Assignment 1 (Research Essay) 3000 words 50%, Written Assignment 2 (Case Study/Workplace Report) 4000 words 50%

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## MMI301 – BUSINESS INTERNSHIP 1\*

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*  
*Work experience in industry: This is a Work Experience in Industry (WEI) unit*  
*Unit chair: A Craig (Trimester 1 and 2), B Fraunholz (Trimester 3)*  
*Prerequisite: MMH299*  
*Note: Students in a course where MMH299 is not a core unit should contact the unit chair to discuss their study options.*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: \* To be recoded 'MIS390 Business Internship A' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students should download the BIP Student Information Kit from the Business Internship website (<http://www.deakin.edu.au/buslaw/BIP/index.php>) and then contact a BIP Adviser in the Faculty if further advice is required. Students should have made substantial progress in their major(s) and would normally study this unit in their final year.*

### CONTENT

This unit aims to provide students with the opportunity to undertake appropriate and relevant experiential learning within their undergraduate studies in the Faculty of Business and Law. Interns complete 100

hours (minimum) with an approved host organisation. The unit aims to further the interests of both the student and the host organisation and builds on the skills gained in core units, particularly MMH299, to prepare students for future graduate employment. Internships can be completed in all majors or discipline areas as well as general business opportunities.

#### ASSESSMENT

Written Assignment 1 1500 words 20%, Written Assignment 2 2000 words 30%, Written Assignment 3 3500 words 50%

## MMI302 – BUSINESS INTERNSHIP 2\*

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Work experience in industry: This is a Work Experience in Industry (WEI) unit*

*Unit chair: A Craig (Trimester 1 and 2), B Fraunholz (Trimester 3)*

*Prerequisite: MMH299*

*Corequisite: MMI301*

*Incompatible with: Nil*

*Note: \* To be recoded 'MIS391 Business Internship B' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment requirements apply – students should download the BIP Student Information Kit from the Business Internship website (<http://www.deakin.edu.au/buslaw/BIP/index.php>) and then contact a BIP Adviser in the Faculty if further advice is required. Students should have made substantial progress in their major(s) and would normally study this unit in their final year.*

#### CONTENT

This unit aims to provide students with the opportunity to undertake appropriate and relevant experiential learning within their undergraduate studies in the Faculty of Business and Law. Interns complete 100 hours (minimum) with an approved host organisation. The unit also aims to further the interests of both the student and the host organisation and builds on the skills gained in the core units, particularly MMH299, to prepare students for future graduate employment. Internships can be completed in all majors or discipline areas as well as general business opportunities. This unit enables a second internship experience to be completed. This can be with either the same host as the first internship but in a different discipline or with a different host in the same discipline area.

#### ASSESSMENT

Written Assignment 1 1500 words 20%, Written Assignment 2 2000 words 30%, Written Assignment 3 3500 words 50%

## MMK265 – MARKETING RESEARCH

*Offered at: (B, G, online)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, online), trimester 2 (B, online)*

*EFTSL value: 0.125*

*Unit chair: R Arambewela (Trimester 1), A Vocino (Trimester 2)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit illustrates the important role of marketing research in strategic decision-making. The marketing research process will be examined in detail including: problem identification; research design; questionnaire design; sampling; data collection; data analysis; and report preparation. A range of statistical analysis techniques will be discussed. Students will gain a sound understanding of how marketing research benefits the marketing function of an organisation. The main techniques used to gain information for marketing decision-making will be examined. This unit will provide a conceptual and practical base to further studies in marketing.

#### ASSESSMENT

Assignment 3000 words 40%, Examination 2 hours 60%

## MMK266 – CONSUMER BEHAVIOUR

*Offered at: (B, G, online)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, online), trimester 2 (B, G, online)*

*EFTSL value: 0.125*

*Unit chair: M Volkov*

*Prerequisite: MMK277*

*Corequisite: Nil*

*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit looks at marketing from the perspective of the consumer. It covers consumer decision making, the psychology of the consumer and the social and economic environment in which the consumer operates. The unit shows how this understanding of consumers can be used to develop marketing strategies for both innovative and existing products and services.

### ASSESSMENT

Test(s) 20%, Written Assignment 3000 words 30%, Examination 2 hours 50%, Hurdle requirement: students must obtain at least 50% of the available marks in the examination in order to qualify for a passing grade.

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## MMK277 – MARKETING MANAGEMENT

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, W, online), trimester 2 (B, G, online) or trimester 3 (B, online)*

*EFTSL value: 0.125*  
*Previously coded as: MMK177*  
*Unit chair: A Ringer (Trimester 1), K Howell (Trimester 2 and 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the nature of marketing management from a marketing planning perspective. The focus of discussion is the coordinated activities of the network of producers of goods, services and experiences which seek to satisfy their customers. Emphasis is placed on marketing strategy formulation and the use of strategic marketing mix elements in developing and maintaining a market orientation and assessing organisational performance. Such aspects of marketing as marketing research, customer behaviour,

product innovation, and marketing communication are also examined.

### ASSESSMENT

Written Assignment 3000 words 30%, Test(s) 30%, Examination 2 hours 40%

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## MMK325 – STRATEGIC MARKETING

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, online), trimester 2 (B, online) or trimester 3 (B, online)*

*EFTSL value: 0.125*  
*Unit chair: N McClaren (Trimester 1), A Lee (Trimester 2 and 3)*  
*Prerequisite: MMK277*  
*Corequisite: MMK265 or MMK266*  
*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit considers the nature of marketing strategy and its relationship to corporate strategy formulation. Strategic planning is looked at from a marketing orientation, focusing on how an organisation's resources can be more effectively utilised to achieve objectives. This includes an examination of the relationship between marketing activities and organisational strategic planning, an analysis of strategic marketing concepts and the evaluation and control of the strategic marketing process.

### ASSESSMENT

Written Assignment 3000 words 40%, Presentation 10%, Examination 2 hours 50%

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## MMK332 – DIRECT AND DIGITAL MARKETING

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: K Howell*  
*Prerequisite: MMK277*  
*Corequisite: Nil*

*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour Lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

This unit offers an examination of database, direct and digital marketing. This is the most dynamic area within contemporary marketing due to the rise of CRM, Facebook, Twitter and Google. Special emphasis is put on the integration of online and direct marketing into the traditional promotional mix. The objectives of customer acquisition versus customer retention are also identified.

#### **ASSESSMENT**

Written Assignment 3000 words 40%, Examination 2 hours 60%

## **MMK351 – SERVICES MARKETING**

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L McQuilken*  
*Prerequisite: MMK277*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

Services dominate the economies of developed countries, and services are playing an increasingly important role in developing South-East Asian countries. The central theme of this unit is that services organisations differ from manufacturing firms in many important ways, and as a result, require a distinctive approach to marketing strategy. In this unit students will explore the conceptual and theoretical foundations of various frameworks and models within the services marketing arena. This is a highly practical unit that allows students the opportunity to apply theory to real-life situations on an on-going basis.

#### **ASSESSMENT**

Written Assignment 3000 words 40%, Examination 2 hours 60%

## **MMK358 – INTERNATIONAL MARKETING**

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Bridson*  
*Prerequisite: MMK277*  
*Corequisite: Nil*

*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

The unit examines the factors that shape marketing strategy in a global setting. It develops a framework to identify the nature of marketing tactics in foreign markets. Content includes developing business objectives for offshore markets, product design and development, promotional alternatives, distribution systems and pricing, marketing research, mechanisms of export trade and international marketing organisation and control.

#### **ASSESSMENT**

Written Assignment 1 750-1000 words 10%, Written Assignment 2 3500-4000 words 40%, Examination 2 hours 50%

## **MMK368 – BUSINESS MARKETING**

*Offering information: Not offered in 2012*  
*Offered at: (B, G, online)*  
*Credit point(s): 1*

*Offerings: Trimester 2*  
*EFTSL value: 0.125*  
*Unit chair: N McClaren*  
*Prerequisite: MMK277*  
*Corequisite: Nil*

*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### **CONTENT**

Business Marketing is about the marketing conducted between businesses and other organisations. The unit examines the nature of business markets, managing



commercial relationships in business-to-business marketing, professional selling and the management of selling, the management of distribution channels, and business marketing strategy. The content includes aspects such as the concepts and processes involved in business marketing and the management of marketing in business-to-business contexts.

#### ASSESSMENT

Written Assignment 1 1500-2000 words 20%, Written Assignment 2 3500-4000 words 40%, Examination 2 hours 40%

## MMK380 – BRAND MANAGEMENT

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Bridson*

*Prerequisite: MMK277*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Brand Management builds on the more general studies of marketing management contained in the other suite of undergraduate marketing offerings by focussing on the specific requirements of brand management. This unit is designed to educate you about brands, why they matter, what they mean to consumers, and how organisations successfully manage them. The major theories, principles and tools of strategic brand management are explored.

#### ASSESSMENT

Written Assignment 1 750-1000 words 10%, Written Assignment 2 3000-3500 words 40%, Examination 2 hours 50%

## MMK393 – INTEGRATED MARKETING COMMUNICATIONS

*Offered at: (B, G, online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Valos*

*Prerequisite: MMK277*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit offers an examination of promotion management as a key area of marketing decision-making. The unit looks in detail at the promotion management mix – advertising, public relations, direct marketing, sales promotion and personal selling – and how these five promotional elements are coordinated to formulate an effective promotional strategy. Special emphasis is put on the integration of promotional tools and utilising each according to its respective strengths and weaknesses.

#### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MMK468 – RESEARCH PARADIGMS IN MARKETING

*Offering information: Not offered in 2012*

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (For Bachelor of Commerce (Honours) students only)*

*Unit chair: M Valos*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: This unit is taught in block mode. See Deakin Studies Online (DSO) for details.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will focus on developing an awareness of current marketing research and the analytical skills to classify and understand that work. The primary aim is to bridge the gap between textbook learning and the analysis of academic literature such as journal articles. Selected topics include the philosophy of marketing science, empirical generalisations in marketing,

marketing links to other disciplines, current research techniques in marketing, post-modern marketing and an examination of the literature in recently developing marketing fields (e.g. service marketing, the Internet, brand management, marketing public relations and relationship marketing).

#### ASSESSMENT

Assignment (Leading Discussion on a Literature Synthesis and Analysis) 40%, Written Assignment (Research Paper) 5000 words 60%

## MMK733 – STRATEGIC MARKETING

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: P Kay*  
*Prerequisite: Nil*  
*Corequisite: MPK732, MPR732 or MPT732*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit provides a thorough examination of the two major aspects of strategic marketing. The first is the analytical framework for strategic market planning: the nature of strategic market planning; analysing market opportunity and competitive capability. The second major aspect examines managerial aspects of planning: defining the business; industries and their evolution; global marketing policy and planning systems; and organisation, implementation and control. The overall objective of the unit is to demonstrate the role of strategic marketing in creating sustainable competitive advantage.

#### ASSESSMENT

Written Assignment 3500 words 40%, Examination 2 hours 60%

## MMK737 – ONLINE MARKETING

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Adam*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar each week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit examines and discusses the impact of the Internet on marketing science and practice. Particular emphasis is given to the role of the World Wide Web in current and future integrated marketing communication, customer fulfilment strategy and customer relationship management.

#### ASSESSMENT

Written Assignment 1 1000 words 10%, Written Assignment 2 4000 words 40%, Examination 2 hours 50%

## MMK751 – SERVICES MARKETING

*Offered at: (B, online)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Kay*  
*Prerequisite: Nil*  
*Corequisite: MPK732, MPR732 or MPT732*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Service industries currently account for approximately 70-80% of Australia's GDP and employ approximately 90-95% of the workforce. It is anticipated that 90% of all new jobs created during this decade will be in the service sector. Service organisations differ in many important respects from manufacturing organisations, requiring a distinctive approach to planning and implementing marketing strategy. This subject builds on the knowledge gained in Marketing Management by providing a detailed analysis of how to tailor marketing goals and strategies to service organisations. This is a highly practical unit that allows students the opportunity to apply theory to real-life situations on an on-going basis.

#### ASSESSMENT

Written Assignment 4500-5000 words 50%, Examination 2 hours 50%

## MMK792 – ARTS MARKETING

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Kershaw*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: This unit is taught online through Deakin Studies Online (DSO)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop students' marketing skills within the arts and entertainment field, including both marketing processes and marketing planning. It examines the complex and dynamic nature of the cultural sector, and the role and potential of marketing in this environment. The unit considers the shift in arts marketing from a product focus—selling quality cultural product—to a market focus which involves understanding audiences and the nature of the cultural experience. Marketing techniques specific to the arts sector are examined, and the application or modification of marketing approaches from other sectors is explored.

### ASSESSMENT

Written Assignment 1 2500 words 40%, Written Assignment 2 3000-4000 words 50%, Written Assignment 3 1000 words 10%

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## MMM132 – MANAGEMENT

*Offered at: (B, G, online, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, online), trimester 2 (B, G, online, W), trimester 3 (B, online)*

*EFTSL value: 0.125*  
*Unit chair: B Hearn Mackinnon (Trimester 1), E Wray-Bliss (Trimester 2), U Jogulu (Trimester 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: SEB121*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to provide students with a solid understanding of the intellectual foundations of the study of management. The unit will provide the opportunity to analyse how the solutions to management 'problems' have developed under different conditions throughout the nineteenth and twentieth century. The unit also explores how management practice influences, and is influenced by, the external environment. This will involve examining how managerial action impacts on and is shaped by the environment, through a consideration of globalisation, ethics, social responsibility and the social and cultural context of management.

### ASSESSMENT

Written Assignment 1 2000 words 20%, Written Assignment 2 3000 words 30%, Examination 2 hours 50%

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## MMM233 – BUSINESS AND THE ENVIRONMENT

*Offering information: Not offered in 2012*  
*Offered at: (online)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S McDonald*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will explore the complexity of sustainability issues, as well as the strategies organisations can use to integrate environmental considerations into their planning. Students will be provided with an overview of environmental, social and economic issues affecting business decisions and operations. Applied academic research and case studies will be used to inform students of recent responses to sustainability. Students will have the opportunity to examine and critique both sustainable and unsustainable behaviours and practice in our society.

### ASSESSMENT

Written assignment 1 1500 words 20%, written assignment 2 3000 words 30%, examination 2 hours 50%

## MMM240 – ORGANISATIONAL BEHAVIOUR

*Offered at: (B, G, online, W)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, online, W), trimester 3 (B, online)*

*EFTSL value: 0.125*

*Unit chair: S Ryan (Trimester 1), M Parris (Trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the processes and structures at the individual, group, and system level which influence organisational behaviour. The aim is to develop an ability to analyse and evaluate the behaviour of people in organisations. The unit covers topics such as perception, values and attitudes, motivation, leadership, power and politics, work and organisation design, organisational culture, organisational change and development.

### ASSESSMENT

Assignment 1 2500 words 30%, Test(s) (Online) 10%, Examination 2 hours 60%

## MMM241 – FOUNDATIONS OF ENTREPRENEURSHIP

*Offering information: Not offered in 2012*

*Offered at: (B, online)*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S McDonald*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide students with an understanding of the dynamic nature of entrepreneurship including the challenges and opportunities that are experienced by entrepreneurs. An introduction of a range of processes and strategies will help students develop the necessary tools for identifying, creating and evaluating opportunities across the private, public and non-profit sectors. The unit design allows students to enhance and apply their knowledge towards the creation of positive social or environmental change.

### ASSESSMENT

Written assignment 1 3000 words 30%, written assignment 2 3000 words 30%, examination 2 hours 40%

## MMM262 – UNDERSTANDING ORGANISATIONS

*Offered at: (B, G, online, W)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, G, online, W), trimester 3 (online)*

*EFTSL value: 0.125*

*Unit chair: A Creed (Trimester 2), D Swanson (Trimester 3)*

*Prerequisite: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will develop in students a range of attributes that will enable them to be active, knowledgeable, reflexive participants in debates related to the key concerns of organisation studies. The unit will also develop those social scientific skills, capacities and attitudes that will enable them to contribute to workplace discussions and processes concerned with organisations in contemporary and future contexts. Images of organisations as machines, organisms, brains, cultures, political systems, instruments of domination, flux and transformation and as psychic prisons will be used to differentiate theoretical perspectives and assumptions about the roles of management.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%

## MMM282 – INTERNATIONAL BUSINESS

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (online), trimester 2 (B, online)*

*EFTSL value: 0.125*  
*Previously coded as: MMM382*  
*Unit chair: D Shanker (Trimester 1), D Chadee (Trimester 2)*  
*Prerequisite: MMM132*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is offered from the perspective of management. All international business concepts, topics and cases will be examined from the viewpoint of managers and their organisations. A practical approach is followed. The unit commences with a discussion of international business, contemporary concepts of globalisation and Australia's position in the global business context. Major international and financial influences on international business management are outlined as is the impact of cultural and environmental factors on enterprises. International planning and alternative market entry options and strategies are discussed and the major characteristics of the procurement, production, marketing, finance and human resource functions of organisations in an international context are provided. Current issues in international management are discussed as they arise during the trimester.

### ASSESSMENT

On and Off Campus  
 Written Assignment 3000 words 40%, Examination 2 hours 60%

Study Tour  
 Written Assignment 1 2500 words 50%, Written Assignment 2 (Group/3-5 Students) 5000 words 50%

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## MMM306 – GLOBAL STRATEGY AND INTERNATIONAL MANAGEMENT

*Offered at: (B, G, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Chadee*  
*Prerequisite: MMM132*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will develop students' understanding of modern theories of global strategic management. Students will be encouraged to adopt a management perspective in developing strategic options for businesses operating in the complex international and global environment.

### ASSESSMENT

On and Off Campus  
 Written Assignment 1 3000 words 35%, Written Assignment 2 (Group/2-5 Students) 3500 words 35%, Examination 2 hours 30%

Study Tour  
 Written Assignment 1 (Critical Analysis of Site Visits) 500 words 10%, Written Assignment 2 (Session Review) 500 words 10%, Written Assignment 3 (Journal) 2000 words 20%, Written Assignment 4 (Group/3-5 Students) 3000 words 60%, Hurdle requirement: Students must satisfactorily attempt all tasks on the Study Tour Program.

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## MMM343 – BUSINESS ETHICS

*Offered at: (B, G, online, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Zutshi*  
*Prerequisite: Any 3 Business and Law level 2 units*  
*Corequisite: Nil*  
*Incompatible with: MAA350*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to develop students' awareness of the role that ethical issues play in business life, in particular, business policy formulation and implementation; management policy formulation and implementation;

and employee rights and obligations. It also aims to develop students' ability to critically analyse ethical issues which arise in business life.

#### ASSESSMENT

Written Assignment 3500 words 50%, Examination 2 hours 50%

## MMM365 – STRATEGIC MANAGEMENT

*Offered at: (B, G, online)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, G, online), trimester 3 (B, online)*

*EFTSL value: 0.125*

*Unit chair: B Roxas*

*Prerequisite: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is the capstone unit of the Management major. It serves to integrate students' knowledge of business and management gained through other units studied in the BCom. It includes an examination and application of the concepts, theories and tools of strategic management as they apply to both private and public sector organisations. Case studies are used extensively to enable practical assessment and analysis of the strategic performance of managers and their organisations.

#### ASSESSMENT

Test(s) 30%, Written Assignment 3000 words 30%, Examination 2 hours 40%

## MMM367 – OPERATIONS AND QUALITY MANAGEMENT

*Offered at: (online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Mc Elvaney*

*Prerequisite: MMM132*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit aims to show how manufacturing and service companies compete and what makes them effective and efficient. Topics include: product/service design; value chains; supply chains; operations strategy; materials management; production planning; and control and quality.

#### ASSESSMENT

Test(s) (Online) 30%, Written Assignment (Research Report) 2000-3000 words 30%, Examination 2 hours 40%, Hurdle requirement: students must obtain at least 50% of the available marks in the examination in order to qualify for a passing grade.

## MMM385 – BUSINESS IN ASIA

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: F Azmat*

*Prerequisite: Any four units at level 2 from the Faculty of Business and Law*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lectures, 1 x 1 hour tutorial per week*

*Note: Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

#### CONTENT

This unit aims to provide an understanding of the changing face of today's Asia and explains the transformation of the government, business and labour relations in Asian region with a specific focus on China, India and Indonesia as major Asian trading partners of Australia. The unit will encourage a keen understanding of current developments in international business in these countries and its implications in an objective manner along with a thorough understanding of the fundamental theoretical concepts.

#### ASSESSMENT

Written Assignment 3500 words 40%, Examination 2 hours 60%

## MMM790 – ARTS MANAGEMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: H Glow*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: This unit is taught online through Deakin Studies Online (DSO)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces foundational management theory and its application to the arts and entertainment field. Topics include: cultural policy and its context; arts management and leadership; arts organisations and boards; strategy and arts managers.

### ASSESSMENT

Written Assignment 1 2000-2500 words 30%, Written Assignment 2 (Case Study Analysis) 4500-5500 words 60%, Written Assignment 3 1000 words 10%

quality. However, a holistic approach is taken, and the emphasis is on dealing with individual aspects of operations within an overall strategic framework for business effectiveness.

### ASSESSMENT

Written Assignment 1 (Group/3 Students) 3000 words 40%, Written Assignment 2 (Individual Research Report) 4000 words 60%

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## MMM793 – MANAGING CULTURAL PROJECTS AND EVENTS

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Kershaw*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: This unit is taught online through Deakin Studies Online (DSO)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit develops students' skills in designing, planning and managing cultural festivals and events. It examines the use of a range of management processes within arts festivals and events, including project management, operations, risk management, marketing, human resources and financial management. The unit also considers the cultural context of festivals and events. While relevant across different industries, this unit has a particular focus on cultural projects and their function and management within a societal context.

### ASSESSMENT

Written Assignment 1 2000-2500 words 40%, Written Assignment 2 4500-5000 words 50%, Written Assignment 3 1000 words 10%

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## MMM792 – OPERATIONS MANAGEMENT

*Offered at: (online)*  
*Offerings: Trimester 1*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: J McElvaney*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*It is possible to use dial internet connected computer systems, but for better and faster downloading of information broadband access is recommended.*

### CONTENT

The unit covers both manufacturing and service functions and is based upon learning from case studies. Topics include: product and process design; method study; workplace design and layout; plant location; materials management; production planning and control; job design and workforce management; and

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## MMM796 – MANAGING ARTS IN COMMUNITY SETTINGS

*Offered at: (online)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Kershaw*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: This unit is taught online through Deakin Studies Online (DSO)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop students' understanding of the management of cultural projects in community settings. It addresses the knowledge and skills needed to engage diverse communities in arts projects and manage community based arts initiatives. A range of community based arts programs are examined and the characteristics of community creative processes are identified and analysed. The unit explores this work from the context of arts organisations, government and the community sector.

### ASSESSMENT

Written Assignment 1 2000-2500 words 40%,  
 Written Assignment 2 4500-5000 words 50%,  
 Written Assignment 3 1000 words 10%

## MMM799 – ARTS FUNDRAISING AND SPONSORSHIP

*Offering information: Not offered in 2012*  
*Offered at: (online)*  
*Credit point(s): 1*

*Offerings: Trimester 2*  
*Unit chair: H Glow*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: This unit is taught online through Deakin Studies Online (DSO)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the benefits fundraising and sponsorship offer cultural organisations in an environment that has shifted from a product to a market focus and with a declining government funding base. The unit will give students the opportunity to understand and analyse a fundraising or sponsorship case study and the contextual pressures that affect its outcome. The topics to be addressed in this unit include the nature and role of fundraising; the principles and practices of government relations and corporate sponsorship; philanthropy and donors.

### ASSESSMENT

Written Assignment 1 2000-2500 words 30%,  
 Written Assignment 2 4000-4500 words 60%,  
 Written Assignment 3 1000 words 10%

## MMP111 – INTRODUCTION TO PROPERTY

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, Online), trimester 3 (Online)*

*EFTSL value: 0.125*  
*Previously coded as: SRP111*  
*Unit chair: P Dare (Trimester 1), R Reed (Trimester 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to give students a basic understanding of the property market and the role property plays in a modern economy. It comprises the concept of real property and improvements to and on land; property and the economy; a broad overview of property markets and sub-markets; an introduction to investment, yield and the time value of money; stages of property development and the stakeholders; urban economics and geography. On completion of Introduction to Property students should be able to:

- Place property in the context of the built environment, urban planning, the investment environment, design and construction;
- Appreciate the concept of real property & improvements on land;
- Gain a broad understanding of property markets and sub-markets;
- Be aware of the legal and economic aspects of property valuation;
- Appreciate the basic concepts of investment, yield and the time value of money including the essentials of basic financial mathematics; and
- Recognise the importance of urban economics and geography in the growth of cities and urban areas.

### ASSESSMENT

Test(s) 25%, Assignment 1 2500 words 25%,  
 Examination 2 hours 50%

From Trimester 3, 2012:  
 Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%



## MMP112 – SUSTAINABLE CONSTRUCTION

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value:*  
*Previously coded as: SRP112*  
*Unit chair: N Hurst*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorials*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of this unit is to introduce students to residential property construction techniques and the principles of building construction technology, materials and procedures and the key social, economic and environmental factors affecting sustainability. Students in this unit are introduced to sustainable building studies, being a key competency requirement for property and real estate professionals. The fundamentals of construction technology, materials and processes are linked to real world examples for residential developments. In particular, property and real estate professionals need to understand issues such as depreciation and the principles of building maintenance in the context of value.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP121 – PROPERTY LAW AND PRACTICE

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SRP121*  
*Unit chair: P Dare*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the property and real estate marketplace and operation of the stakeholders within. It discusses the concept of property and ownership in Australia, as well as the general law and Torrens land registration systems in the context of professional property and real estate agency practice. Reference is made to professional institutions, ethics and industry standards. Again with reference to professional practice, the unit further examines the legal nature of land, improvements fixtures and chattels, encumbrances, easements, restrictive covenants, rights, co-ownership, subdivision, joint tenancy, tenancy in common, licences and leases.

### ASSESSMENT

Assignment 1 2500 words 25%, Test(s) 25%, Examination 2 hours 50%

## MMP122 – INTRODUCTION TO PROPERTY DEVELOPMENT

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SRP122*  
*Unit chair: G Warren-Myers*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students progressively explore the issues that affect development of land and redevelopment of existing properties, including adaptive reuse, through an understanding of local and regional planning controls, procedures and legislative policy and precedent. The unit covers the principles of urban and regional planning with environmental and heritage protection strategies also discussed. Information about land title, registration, zoning and development application processes, including land suitable for subdivision and appeal mechanisms, underpins the unit and assists with the development of effective urban policy and community consultation responses. This unit aims to give students the knowledge and skills to be able

to operate as a property professional in the area of development advice and decision-making in property development. It comprises the development process and the major players, concept of highest and best use, time value of money, the decision to build, property market research and analysis, appreciation of investment and market valuation methods, evaluation of land suitable for subdivision, development appraisal including residual analysis and cash flow modelling, price and worth, as well as risk, return and risk analysis.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP211 – STATUTORY VALUATION

*Offered at: Online*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SRP211*  
*Unit chair: P Dare*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is broken to two separate components: (a) valuation for statutory purposes and (b) compulsory acquisition and compensation. Valuation for statutory purposes covers unimproved capital value (UCV), capital improved value (CIV), site value (SV), net annual value (NAV), local government rates, mass appraisal techniques and land tax. Compulsory acquisition and compensation covers valuation principles and methodologies, expert witness statements and preparation for moot court. This unit aims to give students a basic understanding of the role of statutory valuation in the property market, and also what compulsory acquisition entails and how it affects the stakeholders.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP212 – PROPERTY INVESTMENT

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SRP212*  
*Unit chair: N Hurst*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This is an applied property unit dealing with investment property in the commercial, industrial, retail and multi-unit residential markets. The focus will be on the valuation and analysis of real estate development and investment proposals with particular emphasis on the understanding and application of quantitative methods in the analysis of real property. The unit examines the time value of money in detail including the six financial formulas used when undertaking a cash flow analysis. An objective of the units is for students to understand approaches to undertaking property investment and using the two primary valuation approaches, namely the discounted cash flow approach and the capitalisation of income approach.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP213 – PROPERTY ECONOMICS

*Offered at: Online*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SRP213*  
*Unit chair: G Warren-Myers*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Property and real estate markets are directly affected by supply and demand factors which forms the foundation for this unit. Attention is placed on factors that influence supply and demand of all types of property including demography, property cycles, economic factors and government decisions. This unit is closely linked to current day-to-day events and is very relevant to the 'real world'. It builds upon basic economic theory and focuses specifically on the property fundamentals including housing affordability, the rent vs. buy decision and broader urban geography concepts which affect different sectors in the property industry e.g. retail, office and residential.

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP214 – COMMERCIAL PROPERTY CONSTRUCTION STUDIES

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value:*

*Previously coded as: SRP214*

*Unit chair: TBA*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students progressively explore the methods and materials used on the construction of commercial, industrial and non residential property, including procurement and contract administration, through an understanding of best practice procedures and legislative policy controls. Maintenance management strategies and principles are also discussed. Information about typical defects affecting different construction types and materials, underpins the unit and an awareness of effective repair options are also discussed. Information is provided in textual and graphical form.

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP221 – PROPERTY MANAGEMENT

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SRP221*

*Unit chair: N Hurst*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Property Management prepares students with an appreciation and understanding about a specialised area of property and real estate. This unit introduces students to the property management field and its interconnections with the planning, design, construction and maintenance of buildings. This unit includes different land uses such as residential, office and retail with the emphasis placed on buildings in use. Value management is a core objective of this unit which also covers make good clauses, building pathology, asset management, facilities management and planning. Sustainability issues in property management are an increasingly important issue and an integral part of this role.

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP222 – ADVANCED PROPERTY DEVELOPMENT

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SRP222*

*Unit chair: N Hurst*

*Prerequisite: MMP122*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to give students advanced knowledge and a high level of skills to be able to operate as a property, design or construction professional in the area of development advice and decision-making in complex property development. It comprises the development process and the major players; time value of money and sensitivity analysis; the decision to build; property market research and analysis; appreciation of investment and market valuation methods; development appraisal including residual analysis and cash flow modelling; price and worth; risk, return and risk analysis.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP311 – ADVANCED PROPERTY VALUATION

*Offered at: (B, online)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SRP311  
Unit chair: G Warren-Myers  
Prerequisite: MMP212  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds upon property valuation approaches developed in MMP212 Property Investment and examines international practices with relation to property valuation and appraisal methodologies and terminologies. Other advanced valuation topics are analysed including company and going concern valuations, specialised properties, caravan parks, hotels, retirement villages, rural properties, plant and machinery valuations, overnight residential property valuations.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP321 – ADVANCED PROPERTY ANALYSIS

*Offered at: Online  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SRP321  
Unit chair: G Warren-Myers  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students focus on complex data analysis of property markets using different statistical analysis such as hedonic modelling and regression analysis. This is assisted by the use of GIS to enable spatial mapping of different property markets. The unit examines the process for undertaking research in the property and real estate fields and how to overcome barriers to accessing market information.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP406 – RESEARCH PARADIGMS IN PROPERTY AND REAL ESTATE

*Offering information: Not offered in 2012*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (for Bachelor of Property and Real Estate (Honours) students only)  
Unit chair: R Reed  
Prerequisite: MMP222 or MMP321  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This Property and Real Estate Honours unit is designed to provide the specialist skills related to the theoretical, policy, evaluative and research frameworks that underpin the property profession. Research in the property and real estate discipline requires a unique approach and an in-depth understanding is fundamental to undertaking a successful research project in this international area. This unit aims to provide students with the background to conducting research in property and real estate, especially with reference to the availability and reliability of information. This area can be adversely affected by variables such as time, therefore requiring a unique approach to research projects. The unit will assist to prepare students to complete an Honours thesis in property and real estate by examining previous case studies and research projects, as well as reviewing varying approaches and challenges faced when collecting and analysing property and real estate data.

**ASSESSMENT**

Written Assignment 1 (Journal Article Identification and Examination) 2000 words 25%, Written Assignment 2 (Journal Article Critical Review) 2000 words 25%, Written Assignment 3 (Literature Review) 4000 words 50%

**MMP712 – RATING AND STATUTORY VALUATION**

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value:*  
*Previously coded as: SRP712*  
*Unit chair: R Reed*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is broken to two separate components: (a) valuation for statutory purposes and (b) compulsory acquisition and compensation. Valuation for statutory purposes covers unimproved capital value (UCV), capital improved value (CIV), site value (SV), net annual value (NAV), local government rates, mass appraisal techniques and land tax. Compulsory acquisition and compensation covers valuation principles and methodologies, expert witness statements and preparation for moot court.

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

**MMP713 – PROPERTY AND REAL ESTATE CONTEXT**

*Offering information: Not offered in 2012*

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SRP711*  
*Unit chair: P Dare*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to give students a basic understanding of the property market and the role property plays in a modern economy. It comprises the concept of real property and improvements to and on land; property and the economy; a broad overview of property markets and sub-markets; an introduction to investment, yield and the time value of money; stages of property development and the stakeholders; urban economics and geography. On completion of Introduction to Property students should be able to:

- Place property in the context of the built environment, urban planning, the investment environment, design and construction;
- Appreciate the concept of real property & improvements on land;
- Gain a broad understanding of property markets and sub-markets;
- Be aware of the legal and economic aspects of property valuation;
- Appreciate the basic concepts of investment, yield and the time value of money including the essentials of basic financial mathematics; and
- Recognise the importance of urban economics and geography in the growth of cities and urban areas.

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP721 – PROPERTY AND REAL ESTATE LAW AND PRACTICE

*Offering information: Not offered in 2012*

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SRP721  
Unit chair: P Dare  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/  
workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The role of professional associations in the property industry in regard to the establishment of practice standards and societal protection is introduced in this unit. Codes of ethics and professional discipline are explored in relation to the Australian Property Institute and the Real Estate Institute of Victoria. Key issues discussed include registration, membership, continuous professional development, advertising, setting up a consultancy or agency, and ethical behaviour in all aspects of dealing with consumers and corporate clients. Activities involved in successful property and real estate practice are identified from the literature.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP722 – SUSTAINABLE CONSTRUCTION STUDIES

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SRP722  
Unit chair: R Reed  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/  
workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students of property and real estate require an understanding of basic construction technology and sustainability, especially when seeking to understand and quantify the varying types of obsolescence. Students in this unit are introduced to sustainable building studies, being a key competency requirement for property professionals. The fundamentals of construction technology, materials and processes are explored and linked to real world examples for both residential and commercial developments. In particular, property and real estate professionals need to understand issues such as depreciation and the principles of building maintenance in the context of value.

### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP731 – MANAGEMENT OF REAL ESTATE

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value:  
Previously coded as: SRP731  
Unit chair: N Hurst  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/  
workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The management of property in the context of an investment portfolio is investigated in some detail in this unit, including property trusts. Systems and procedures to ensure that the value of property is maximised and that new opportunities are realised are discussed in the light of common residential and commercial activities. Property maintenance, energy demand and replacement cycles are explored as part of the development of a comprehensive asset management strategy. Property management is about enhancing the performance of buildings in the areas of importance to the investing/occupying organisations. These roles and responsibilities of

property will be discussed with a primary emphasis on commercial/office buildings. The second theme is that of property management being people focused. Asset Management, (Corporate) Real Estate Management and Workplace Management are discussed together with their overlaps into life-cycle costs, value to the business plans of an organisation, and functionality/fitness for purpose. The third theme considers the “triple bottom line” principles where investment returns are appraised together with sustainability and social issues as an ethical responsibility.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP732 – PROPERTY DEVELOPMENT

*Offering information: Not offered in 2012*

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SRP732  
Unit chair: S Wilkinson  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students progressively explore the issues that affect development of land and redevelopment of existing properties, including adaptive reuse, through an understanding of local and regional planning controls, procedures and legislative policy and precedent. The unit covers the principles of urban and regional planning with environmental and heritage protection strategies also discussed. Information about land title, registration, zoning and development application processes, including land suitable for subdivision and appeal mechanisms, underpins the unit and assists with the development of effective urban policy and community consultation responses.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

## MMP741 – PROPERTY AND REAL ESTATE VALUATION

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SRP741  
Unit chair: P Dare  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit builds upon established property valuation approaches and examines international practices with relation to property valuation and appraisal methodologies and terminologies. Other advanced valuation topics are analysed including company and going concern valuations, specialised properties, caravan parks, hotels, retirement villages, rural properties, plant and machinery valuations, overnight residential property valuations.

#### ASSESSMENT

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

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## MMP742 – INVESTMENT VALUATION

*Offering information: Not offered in 2012*

*Offered at: (online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SRP742  
Unit chair: R Reed  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial/workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

All investment decisions require proper understanding and interpretation of capital budgeting techniques, including the time value of money, discounted cash flow, risk identification, analysis and response, and obtaining suitable sources of development finance. These issues are explained holistically in this unit and linked to typical examples of property investment, such as land subdivision for residential development, and commercial retail and office development. An understanding of cash flow forecasting and investment equity is also acquired. This is an applied subject dealing with investment property in the commercial, industrial, retail and multi-unit residential markets. The focus will be on the valuation and analysis of real estate development and investment proposals with particular emphasis on the understanding and application of quantitative methods in the analysis of real property

**ASSESSMENT**

Assignment 1 2500 words 25%, Assignment 2 2500 words 25%, Examination 2 hours 50%

**MMS100 – SPORT ORGANISATION**

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program and the Bachelor of Sport Development only)*

*Unit chair: P Kellett*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 1.5 hour lecture, 1 x 1.5 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This is an introductory unit that aims to allow students to examine the structure of the Australian sports system. Students will be encouraged to review past trends that have shaped the sports system, gain an understanding of the current status of agencies and organisations nationally and internationally, and to draw upon this information to explore future directions in the organisation and governance of sport. Emphasis is also placed on conducting internal analyses of a variety of agencies and organisations, with a specific reference to employment in the sport industry plus, an analysis of the skills utilised by the sport manager.

**ASSESSMENT**

Written Assignment 1 3000 words 30%, Written Assignment 2 (Group/Max 3 Students) 2000 words 20%, Examination 2 hours 50%

**MMS101 – SPORT IN SOCIETY**

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: MMS201*

*Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program and the Bachelor of Sport Development only)*

*Unit chair: P Turner*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit explores social sciences and their application to sport studies. Methodologies of history and sociology will be considered and applied to prominent issues in Australian and international sport. The social significance of sport in Australian culture and the need for sport managers to be sensitive to that significance are examined.

**ASSESSMENT**

Assignment 40%, Examination 2 hours 60%

**MMS201 – SPORT IN SOCIETY**

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: Offered to pipelining students only*

*Unit chair: P Turner*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MMS101*



Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit explores social sciences and their application to sport studies. Methodologies of history and sociology will be considered and applied to prominent issues in Australian and international sport. The social significance of sport in Australian culture and the need for sport managers to be sensitive to that significance are examined.

### ASSESSMENT

Assignment 30%, examination 3 hours 70%

## MMS202 – MANAGEMENT OF SPORT PERFORMANCE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program.)

Unit chair: D Shilbury  
Prerequisite: MMS100  
Corequisite: Nil  
Incompatible with: Nil

Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit examines the sport sciences and their application, in particular their application to sport performance and athlete welfare and wellbeing. Implications for sport management will be a focus of this unit.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%

## MMS306 – SPORT MANAGEMENT PRACTICUM

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125

Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program).

Work experience in industry: This is a Work Experience in Industry (WEI) unit.

Unit chair: D Shilbury  
Prerequisite: MMS100 and MMS101\*  
\* previously coded MMS201

Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will seek a placement with a host sporting organisation, association or facility for a period of 120 hours and will assist management with various duties as negotiated.

### ASSESSMENT

Assignment 1 (Project Outline and Contract) 1000 words 10%, Assignment 2 (e-Portfolio) 50%, Assignment 3 (Project Report) 4000 words 40%

## MMS307 – SPORT FACILITY AND EVENT MANAGEMENT

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program and the Bachelor of Sport Development only)

Unit chair: P Turner  
Prerequisite: MMS100  
Corequisite: Nil

Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on operational issues involved in the management of sporting and recreational facilities and major events. Issues include planning and design; staffing; organisational structures; and programming and fiscal control as it applies to local, state and national standard sporting facilities and events.

### ASSESSMENT

Written Assignment 1 4000 words 50%, Written Assignment 2 (Group/3-5 Students) equivalent to 3000-4000 words per student 50%

## MMS308 – SPORT MARKETING

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Nguyen  
Prerequisite: MMK277  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 1.5 hour lecture, 1 x 1.5 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines techniques and strategies applicable to the marketing of sport as well as marketing through sport. The unit will focus on sport as a service and the unique characteristics of the sport product, the sport consumer, and hence the sport marketing mix. A special emphasis is placed on customer service and retention. A key learning outcome for students will be the development of a strategic sport marketing plan.

### ASSESSMENT

Assignment 4000 words 50%, Examination 2 hours 50%

## MMS313 – SPORT LEADERSHIP AND GOVERNANCE

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (Normally available to students enrolled in the BCom majoring in Sport Management or the Dean's Scholars Program only.)  
Unit chair: D Shilbury  
Prerequisite: MMS100 and MMS101/MMS201  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop leaders in sport through introducing students to major issues and practices in the governance of sport organisations. Students will be given the opportunity to implement and explore governance issues through innovative experiential learning techniques.

### ASSESSMENT

Assignment 1 10%, Assignment 2 60%, Assignment 3 3000 words 30%

## MMS314 – PLANNING FOR SPORT POLICY AND DEVELOPMENT

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: (Normally available to students enrolled in the Bachelor of Business (Sport Management), BCom majoring in Sport Management (continuing students only), the Dean's Scholars Program and the Bachelor of Sport Development only).  
Unit chair: P Phillips  
Prerequisite: MMS100  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

**CONTENT**

This unit aims to enable students develop effective sport development programs and practices, and assists them with the planning, designing and managing of sport systems and pathways for sporting organisations and communities. This is achieved through introducing students to major issues in policy development and development practices in sport organisations. A critical review of development practices of and through sport driven by excellence in sports performance and improved participation respectively will be presented. Students will be given the opportunity to explore policy and sport development issues through innovative experiential learning techniques and case studies.

**ASSESSMENT**

Written Assignment 4000 words 40%, Presentation (Group/Max 4 Students) 20%, Assignment (Article Analysis) 40%

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## MMS435 – RESEARCH PARADIGMS IN SPORT MANAGEMENT

*Offering information: Not offered in 2012*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: D Shilbury  
Prerequisite: Nil.  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2.5 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed to facilitate student skill in the design and application of sport management research. Students will be required to review relevant literature, critically examine the problems under investigation, analyse the theory underpinning the research and identify the strengths and weaknesses of the research methods utilised. Students will also develop the skills necessary to prepare a review of literature in a relevant area of sport management.

**ASSESSMENT**

Assignment 1 (Journal Article Review) 1500 words 25%,  
Assignment 2 (Journal Article Review) 1500 words 25%,  
Assignment 3 (Literature Review) 4000 words 50%

**MMS701 – ATHLETE MANAGEMENT**

*Offered at: (B, Online)  
Credit point(s): 1  
Offerings: Trimester 1 (B, online)*

*EFTSL value: 0.125  
Unit chair: D Shilbury  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit addresses: the history of athlete management; management services; the roles of the player, the manager and the club; athlete career development; overall development of the athletes; athlete retirement; commercial property; conflict, sponsorship; celebrity marketing; and finance and scheduling.

**ASSESSMENT**

Written Assignment 1 2500 words 25%, Written Assignment 2 3000 words 30%, Assignment (Group/3-4 Students) 45%

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## MMS711 – INTRODUCTION TO THE SPORT INDUSTRY

*Offered at: (B, online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: P Kellett  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides an overview of the Australian sports system. Its key objectives are to analyse the structure, function and inter-relationships of various agencies responsible for the delivery of sport in Australia, and to allow students to critically analyse a variety of contemporary issues confronting sport and sport managers. Such issues may include funding for sport, the use of drugs and the control of violence in sport.

**ASSESSMENT**

Assignment 1 3000 words 30%, Presentation 30%,  
Assignment 2 4000 words 40%

**MMS712 – SPORT MARKETING**

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will introduce students to the marketing management process. The use of the marketing mix, product, price, promotion and distribution will be developed and related to sport. Traditional use of marketing theory in sport will be examined and an analysis of sport marketing functions will be conducted. This will include positioning the sport product, market segmentation, sport marketing and technology, and the development of marketing plans.

**ASSESSMENT**

Assignment (Group/Max 4 Students) 50%, Written  
Assignment 4000 words 50%

**MMS714 – MANAGEMENT (SPORT)**

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Nguyen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides a conceptual framework for students to examine and understand the functions, roles and skills of managers in organisations. The roles and skills of managers will be developed through analysis of the planning, organising, leading and controlling functions of management. This unit will also examine the development of human resource management functions and highlight the variety of techniques employed in managing people in organisations.

**ASSESSMENT**

Written Assignment 1 2000 words 30%, Written  
Assignment 2 (Group/2-5 Students) 3000 words 40%,  
Test(s) 30%

**MMS715 – SPORT PROMOTIONS AND PUBLIC RELATIONS**

*Offered at: (B, online)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Karg*

*Prerequisite: MMS712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit examines promotional management strategies as they apply to sporting organisations. Students will examine the promotion mix including advertising, sales promotions, personal selling and public relations. Special emphasis will be placed on the study of public relations and its role in managing the media within the sport management industry.

**ASSESSMENT**

Assignment (Group/Max 4 Students) 40%, Written  
Assignment 4000 words 60%

## MMS716 – SPORT ORGANISATION THEORY

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Nguyen*  
*Prerequisite: MMS714*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Today's sport industry is experiencing rapid growth and transformation, and future sport managers need to be prepared to implement change. This unit enables students to develop and apply an understanding of the concepts and principles used in explaining organisational phenomena in sport organisations. The unit introduces students to governance, management, leadership and organisational theory as it applies to the sport setting to assist the future sport manager to implement change strategies specifically within sport organisations.

### ASSESSMENT

Written Assignment 1 (Case Study) 4000 words 40%,  
 Written Assignment 2 (Case Study) 6000 words 60%

## MMS736 – STRATEGIC MANAGEMENT

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Phillips*  
*Prerequisite: MMS714*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides students with the skills and knowledge applicable to the process of planning for an organisation's future. Key elements of strategic management will be considered including planning, environmental analysis, strategy formulation, strategy implementation and control. The unit will assess the strategic management cycle and decision-making processes utilised in considering alternatives, choice and the evaluation of strategy as it applies to sporting organisations. It will also include case study analysis of national and international sport and non-sport organisations. Links between decision-making, leadership, culture and ethical behaviour in relation to strategy formulation will also be examined.

### ASSESSMENT

Assignment (Case Study) 40%, Written Assignment  
 6000 words 60%

## MMS773 – SPORT BROADCASTING

*Offered at: (online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Karg*  
*Prerequisite: MMS712*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will expose students to the television sports business. Specifically it will focus on the increasing influence of broadcasting on sport in Australia. Issues to be examined include rights revenue and contracts, game and rule changes influenced by television, scheduling and promotional benefits plus a consideration of the production process of live sporting events. The terms 'rating' and 'share' will be introduced, focusing on their translation into revenue for the networks and the related advertising industry and corporate sectors.

### ASSESSMENT

Written Assignment 1 3000 words 40%, Written  
 Assignment 2 5000 words 60%

## MMS774 – FACILITY AND EVENT MANAGEMENT

*Offered at: (B, online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: P Turner*  
*Prerequisite: MMS714*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the operational management techniques applicable to the management of major sport facilities and events. The unit enables students to apply fundamental knowledge drawn from marketing, human resource management, financial management and general management as it applies to facility and event management. The unit places equal emphasis on the management of events and facilities.

### ASSESSMENT

Written Assignment 1 4000 words 50%, Written Assignment 2 (Group/3-5 Students) equivalent to 3000-4000 words per student 50%

## MPA701 – ACCOUNTING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: MAA701*  
*Unit chair: S Mirshekary (Trimester 1 and trimester 2), V Wise (Trimester 3)*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MAA761, MAA776, MAA777, MAA778*

*Contact hours: 1 x 3 hour seminar per week*  
*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit assumes no previous specific accounting knowledge and concentrates on financial accounting with the objective of students understanding the basic

principles and procedures governing what and how information is processed. This includes an analysis of financial reporting outcomes to interpret what the outcomes reveal, together with any shortcomings of processes that may impact upon the quality of information presented. Students will make use of several software tools to facilitate learning, including a commercial accounting package, as part of the learning process.

### ASSESSMENT

Test 25%, Assignment 15%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination

From Trimester 2, 2012:  
 Test 25%, Assignment 15%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination

## MPA702 – FINANCIAL INTERPRETATION

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 and trimester 2.*

*EFTSL value: 0.125*  
*Unit chair: G Hossari*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPA751, MPR751, MPT751, MPA951, MPR951, MPT951*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop an understanding of how financial reports and other relevant information is used to support decision-making in and about organisations. It is designed to cater for students who do not necessarily have extensive prior business experience and therefore emphasises the business context and relates ideas to basic business transactions and other business functions and financial events. It also emphasises the environment within which businesses operate and discusses the use of important economic information that is normally beyond financial statements.

### ASSESSMENT

Tests (Online) (2 x 20%) 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPA711 – CORPORATE GOVERNANCE AND ETHICS

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

Unit chair: V Wise  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MAA782, CPA107

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit considers the environment for corporate accountability and the role of people within the context of professional and business ethics. This unit specifically gives an international perspective on the introduction of competing expectations about the purpose of organisations and hence raises questions concerning the appropriate responsibility of their managers. It develops the position that the responsibility of managers for effective action extends not only to the familiar economic and market considerations but also to the wider social/public arena. Students will learn to analyse, question critically and perhaps challenge the ethical and moral standards and priorities that they apply to business and professional behaviour.

### ASSESSMENT

Written Assignment 1 2000 words 30%, Written Assignment 2 3500 words 40%, Written Assignment 3 2000 words 30%

## MPA751 – FINANCIAL REPORTING AND ANALYSIS

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
Previously coded as: MAA751  
Unit chair: W Qu  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MPR751, MPT751  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in residential mode. Click here for more information.

### CONTENT

Financial Reporting and Analysis aims to develop the student's ability to interpret and use corporate financial reports and other relevant information. The unit is concerned primarily with developing a strong understanding of accounting concepts and issues, which can be applied to a range of theoretical and practical problem-solving demands encountered by managers.

### ASSESSMENT

Written Assignment 3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPA911 – CORPORATE GOVERNANCE AND ETHICS

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

Cohort rule: (For Doctor of Business Administration students only)  
Unit chair: V Wise  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MPA711

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit considers the environment for corporate accountability and the role of people within the context of professional and business ethics. This unit specifically gives an international perspective on the introduction of competing expectations about the purpose of organisations and raises questions concerning the appropriate responsibility of managers and directors. It develops the position that the responsibility of directors and senior managers for effective action extends not only to the familiar economic and market considerations but also to the wider social/public arena. Students will learn to analyse, critically question and perhaps challenge the ethical and moral standards and priorities applied to business and professional behaviour.

### ASSESSMENT

Written Assignment 1 2000 words 30%, Written Assignment 2 3500 words 40%, Written Assignment 3 2000 words 30%

## MPA951 – FINANCIAL REPORTING AND ANALYSIS

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
Cohort rule: (For Doctor of Business Administration students only)  
Unit chair: W Qu  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MPR951, MPT951  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in residential mode. [Click here for more information.](#)

### CONTENT

Financial Reporting and Analysis aims to develop the student's ability to interpret and use corporate financial reports and other relevant information. The unit is concerned primarily with developing a strong understanding of accounting concepts and issues, which can be applied to a range of theoretical and practical problem-solving demands encountered by managers.

### ASSESSMENT

Written Assignment 4000 words 40%, Examination 2 hours 60%  
Hurdle requirement: achieve at least 50% of the marks available on the examination.

17 August 2012, 9:30-4:30, MPD910 Block 1 – Melbourne City Centre (DeakinPrime)  
26 September 2012, 9:30-4:30, MPD910 Block 2 – Melbourne City Centre (DeakinPrime)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit prepares students to conduct independent research for business higher degrees. The skills learned in the unit will also prepare students for professional practice and applied business research. The unit is studied in conjunction with (or after) MPD911, in which students refine their doctoral research topic. MPD910 deals with the practical aspects of evaluating and organizing existing knowledge in a selected business field, and communicating insights gained from this assessment in a clear "literature review". This is a capability crucial for successful research projects at doctoral level. The unit assists students completing a doctoral thesis to undertake a critical review of existing literature, and to summarise this in a clear and persuasive way. It also assists students to situate their proposed research, and chosen research methods, within the body of existing research within their discipline. This will allow them to make knowledgeable choices about methods for undertaking that research and to develop clear and relevant propositions/hypotheses. After completing this unit students will be able to select appropriate literature and to critically review and report on this in a coherent, effective manner.

### ASSESSMENT

Written Assignment 1 1500-2000 words 40%, Written Assignment 2 600 words 10%, Written Assignment 3 3000-4000 words 50%

## MPD910 – FOUNDATIONS OF RESEARCH

Offered at: (B, B-Block, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, X) trimester 2 (B-Block)

EFTSL value: 0.125  
Unit chair: A Rouse  
Prerequisite: Completion of all eight Stage 1 DBA coursework units or enrolment as an HDR candidate  
Corequisite: Nil  
Incompatible with: Nil.  
Contact hours: Unit will be taught in block mode. This involves two day-long workshops per trimester – attendance on campus for both workshops is compulsory. The rest of the unit will be taught off campus.

## MPD911 – RESEARCH DESIGN

Offered at: (B-Block, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B-Block, X), trimester 2 (B-Block)

EFTSL value: 0.125  
Cohort rule: (For M901 Doctor of Business Administration, M800 Master of Commerce and M901 Doctor of Philosophy students only)  
Unit chair: R Carr  
Prerequisite: Completion of all eight stage 1 DBA coursework units or enrolment as an HDR candidate  
Corequisite: MPD910  
Incompatible with: Nil  
Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:



16 August 2012, 9:30-5:30, MPD911 Block 1 – Melbourne City Centre (DeakinPrime)  
25 September 2012, 9:30-5:30, MPD911 Block 2 – Melbourne City Centre (DeakinPrime)

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit deals with the theoretical and practical aspects of business research and a critical assessment of approaches to the development of knowledge in business fields. It assists students to develop their own research topics based on a thorough review of existing literature and enables students to make knowledgeable choices about the best ways of undertaking that research. After completing this unit students will be able to complete the main conceptual, planning and communication tasks associated with successful research projects at doctoral level. The unit prepares students to conduct independent research for business higher degrees. The skills learned in this unit will also prepare students for professional practice and applied business research.

## ASSESSMENT

Assignment 1 2000 words 20%, Presentation (Oral) 20%, Written Assignment 2 8000 words 60%

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## MPD912 – QUANTITATIVE RESEARCH METHODS

*Offered at: (B-Block, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B-Block, X), trimester 2 (B-Block)*

*EFTSL value: 0.125  
Cohort rule: (For M901 Doctor of Business Administration, M800 Master of Commerce and M901 Doctor of Philosophy students only)  
Unit chair: A Rouse  
Prerequisite: MPD911  
From Trimester 2, 2012:  
MPD911, completion of all eight stage 1 DBA coursework units or enrolment as a HDR candidate  
Corequisite: Nil  
Incompatible with: Nil*

*Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:*

*10 August 2012, 9:00 – 5:00, MPD912 Block 1 – Burwood Campus Melbourne Ib2.304*

24 August 2012, 9:00 – 5:00, MPD912 Block 2 – Burwood Campus Melbourne Ib2.304

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit deals with research methods used in quantitative business research projects and answering research questions that are quantitative in nature. It aims to develop each student's ability to produce conceptually well-grounded, systematically conducted and well analysed quantitative research. The student should be able to design a research method that is appropriate for answering a research question that is quantitative in nature, collect and analyse the data and interpret and write up the results.

## ASSESSMENT

Written Assignment 1 2000 words 20%, Written Assignment 2 3000 words 30%, Written Assignment 3 5000 words 50%

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## MPD913 – CORPORATE STRATEGY: THEORY AND PRACTICE

*Offering information: This unit is not offered in 2012.*

*Offered at: (B-BLOCK, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: (For Doctor of Business Administration students only)  
Unit chair: A Rouse  
Prerequisite: Nil  
Corequisite: MPD911  
Incompatible with: Nil  
Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:  
Unit will be taught in partial block mode over two weekends per trimester – attendance on campus for the weekends is compulsory.*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit challenges students to consider contemporary business issues as experienced by Chief Executive Officers of strategic business units. They will develop a critical perspective on these issues, drawing on their integrated understanding of the foundation business disciplines and associated theory. This unit is designed to enable students to develop their critical and analytic skills, applied to actual business decision-making.

### ASSESSMENT

Assignment 1 5000 words 60%, Assignment 2 (Group) 3000 words 40%

## MPD914 – RESEARCH REPORTING

*Offered at: (B-Block, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B-Block, X), trimester 2 (X), trimester 3 (X)*

*EFTSL value: 0.125*

*Cohort rule: (For M901 Doctor of Business Administration, M800 Master of Commerce and M901 Doctor of Philosophy students only)*

*Unit chair: T Castleman*

*Prerequisite: Nil*

*From Trimester 2, 2012:*

*Completion of all eight stage 1 DBA coursework units or enrolment as a HDR candidate*

*Corequisite: MPD912*

*Incompatible with: Nil*

*Note: Online teaching methods required internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to identify and analyse a body of business research and to apply it to contemporary business issues. It will develop students' skills in analysing the contribution of business research to the practical issues under examination. The unit will help students to integrate their knowledge of various business disciplines and understand the applications of business research to practice.

### ASSESSMENT

Written Assignment 1 3000 words 40%, Written Assignment 2 6000-7000 words 60%

## MPD915 – MANAGEMENT AND ORGANISATIONAL CONSULTING

*Offered at: (B-Block)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: A Rouse*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPD914, MPM715*

*Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:*

*Four all-day seminars will be held:*

*27 & 28 July (room lb2.100)*

*and*

*7 & 8 September (room lb2.308)*

*Melbourne Burwood Campus*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

Management and organisational consulting is designed to equip DBA students with an understanding of the nature and purpose of management consulting and to equip them with skills and attitudes needed to work in the management consulting field. The unit will integrate theory from several fields of management study – organisational psychology, organisational change and business-to-business services marketing – and will draw on research and case studies which specifically address management consulting.

It is designed for doctoral-level students who are interested in working as internal or external management consultants in a variety of organisational settings and industries, or who are already working in such roles. However, it is also suitable for those doctoral students who may not wish to work as a consultant in a formal capacity because the knowledge and skills students will acquire in this unit will be valuable in a range of other positions that require the ability to deliver services and advice.

### ASSESSMENT

Written Assignment 1 4000 words 60%, Written Assignment 2 3000 words 40%

## MPE707 – INTERNATIONAL BANKING AND FINANCE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: MEE707*  
*Unit chair: V Mohan*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will provide participants with the ability to identify the major issues associated with the globalisation of financial markets and to understand the functions of the international financial and banking systems. Topics include internationalisation of banking and finance, foreign exchange markets and the balance of payment accounts, international parity conditions, the international monetary system, exchange rate arrangements and government intervention, foreign exchange derivatives, foreign exchange exposure and management, international banking and global financial markets and country risk analysis and debt crisis.

### ASSESSMENT

Assignment (Group/2 students) 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPE711 – GLOBAL TRADE AND MARKETS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: MEE711*  
*Unit chair: A Nicholas*  
*Prerequisite: Nil*  
*Corequisite: MPE781*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit presents theoretical as well as applied research material covering a number of issues in the theory of trade and market development that are especially relevant for students of business economics. The theme of this unit is built on traditional international trade theory such as the theory of comparative advantage and terms of trade. However, it also explores interesting and relevant issues from fields of the political economy of trade and emerging markets to expand understanding of this traditional theory and understand its limitations. It covers topics such as transitions, migrations, government failure, the knowledge economy and privatisation. It emphasises a methodical understanding of what constitutes the international economic environment relevant for business.

### ASSESSMENT

Assignment 1 750 words 20%, Written Assignment 2 2000 words 40%, Examination 2 hours 40%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPE781 – ECONOMICS FOR MANAGERS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: MEE781*  
*Unit chair: M Nabin (Trimester 1), R Dutu (Trimester 2), X Nguyen (Trimester 3)*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit covers the policy and strategic aspects of business management and also provides a practical and pragmatic approach to policy issues. Topics include the dynamics of market behaviour, including a discussion of different market structures and the impact of macroeconomic policies in a changing world economic environment on the economy in general and the student's business in particular.

### ASSESSMENT

Assignment 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

From Trimester 2, 2012:  
Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MPE907 – INTERNATIONAL BANKING AND FINANCE

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 or trimester 2

*EFTSL value:* 0.125  
*Cohort rule:* (For Doctor of Business Administration students only)  
*Unit chair:* V Mohan  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* 1 x 3 hour seminar per week  
*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will provide participants with the ability to identify the major issues associated with the globalisation of financial markets and an understanding of the functions of the international financial and banking systems. Topics include: internationalisation of banking and finance; foreign exchange markets and the balance of payment accounts; international parity conditions and the international monetary system; exchange rate arrangements and government intervention; foreign exchange derivatives; foreign exchange exposure and management; international banking and global financial markets and country risk analysis and debt crisis.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MPE981 – ECONOMICS FOR MANAGERS

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1, trimester 2 or trimester 3

*EFTSL value:* 0.125  
*Cohort rule:* (For Doctor of Business Administration students only)

*Unit chair:* M Nabin (Trimester 1), R Dutu (Trimester 2), X Nguyen (Trimester 3)  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* Nil  
*Contact hours:* 1 x 3 hour seminar per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit covers the policy and strategic aspects of business management and also provides a practical and pragmatic approach to policy issues. Topics include dynamics of market behaviour, including a discussion of different market structures; the impact of macroeconomic policies in a changing world economic environment on the economy in general and the student's business in particular.

### ASSESSMENT

Written Assignment 4000 words 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

From Trimester 2, 2012:  
Written Assignment 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MPF753 – FINANCE

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1, trimester 2 or trimester 3

*EFTSL value:* 0.125  
*Previously coded as:* MAF753  
*Unit chair:* S Bhattachayra  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MAF740, MPT753  
*Recommended:* It is highly recommended that students without a prior tertiary level competency in statistics should undertake MSQ791 prior to studying this unit.  
*Contact hours:* Day classes – 1 x 2 hour seminar, 1 x 1 hour tutorial per week  
*Evening classes:* – 1 x 3 hour seminar per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications. A financial calculator is recommended. This unit is available in residential mode. Click here for more information.

**CONTENT**

This unit is designed as an introduction to the theoretical principles of finance and the practical requirements of financial management within for-profit organisations. The aim of this unit is to provide students with an understanding of the types of financial decisions that need to be taken in order to create value within the firm beyond that which shareholders could create on their own and in doing so ensure the long term sustainability of the firm. Students will develop analytical skills for making key financial management decisions, including simulation and real option analysis. It also includes investment, financing, risk management, capital structure and dividend decisions within the context of the Australian and International financial institutional frameworks. The unit will develop an ability to apply basic mathematics to solve real problems in finance. The principles and skills developed will be as relevant for those who are running their own small business as they are for senior finance managers within large companies.

**ASSESSMENT**

Assignment 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

students with an understanding of the types of financial decisions that need to be taken in order to create value within the firm beyond that which shareholders could create on their own and in doing so ensure the long term sustainability of the firm. Students will develop analytical skills for making key financial management decisions, including simulation and real option analysis. It also includes investment, financing, risk management, capital structure and dividend decisions within the context of the Australian and International financial institutional frameworks. The unit will develop an ability to apply basic mathematics to solve real problems in finance. The principles and skills developed will be as relevant for those who are running their own small business as they are for senior finance managers within large companies.

**ASSESSMENT**

Assignment 40%, Examination 3 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MPF953 – FINANCE**

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: S Bhattachayra*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPT953*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications. A financial calculator is recommended.*

*This unit is available in residential mode. [Click here for more information.](#)*

**CONTENT**

This unit is designed as an introduction to the theoretical principles of finance and the practical requirements of financial management within for-profit organisations. The aim of this unit is to provide

**MPI700 – POSTGRADUATE INTERNSHIP**

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: S Ogden-Barnes*

*Prerequisite: completion of at least 6 postgraduate units*

*Corequisite: Nil*

*Incompatible with: MPI701, MPI702*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment procedure applies – please contact a student adviser for further details.*

**CONTENT**

The Postgraduate Internship is designed to allow students to gain first-hand experience of graduate-level employment in an organisation. Students will work on a non-employment basis within an approved organisation for a minimum of two days per week for 12 weeks (or equivalent). It provides an opportunity to use the discipline specific and generic skills learned earlier in their studies and to reflect on their own performance, the nature of professional work and the business context of the host organisation. This unit will

help students refine their skills, build their confidence and increase their awareness of the requirements for successful professional business practice.

### ASSESSMENT

Written Assignment 1 1000 words 20%, Written Assignment 2 2000 words 30%, Written Assignment 3 4000 words 50%

From Trimester 3, 2012:

Option A – for individual placements  
Assignment (internship outline) 1500 words 20%, Assignment (reflective summary) 2000 words 30%, Assignment (final report and presentation) 3000-5000 words 50%  
Option B – for group placements  
Assignment (individual internship outline) 1500 words 20%, Assignment (individual reflective summary) 2000 words 30%, Assignment (Group final report and presentation) 5000-6000 words 50%

interest in, or who have contributed to the project may be invited to attend.

### ASSESSMENT

Option A – for individual placements  
Assignment (project summary and personal goals) 1000 words 10%, Assignment (project progress, review of findings to date against literature and review of contribution) 2000 words 20%, Assignment (final report) 5000-8000 words 40%, Presentation 30%  
Option B – for group placements  
Assignment (Individual project summary, personal goals and project contribution) 1000 words 10%, Assignment (Group project progress, review of findings to date against literature) 2000 words 20%, Assignment (Individual review of contribution) 1000 words 10%, Assignment (Group final report) 5000-8000 words 30%, Presentation (Group) 30%

## MPI701 – BUSINESS PRACTICUM

*Offered at: (B, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.250*

*Cohort rule: (For M701 and M731 students only)*

*Unit chair: S Ogden-Barnes*

*Prerequisite: completion of at least six postgraduate units*

*Corequisite: Nil*

*Incompatible with: MPI700, MPI702*

*Contact hours: 2 days of work per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications. Special enrolment procedure applies – please contact a student adviser for further details.*

### CONTENT

Students will work on a non-employment basis within an approved organisation for a minimum of two days per week for 12 weeks (or equivalent). The student will undertake an appropriate management project as agreed with the host organisation. The project topic will also be approved and guided by the student's University supervisor, a member of the academic staff. Each student will be required to produce and submit a formal project proposal and work-plan relating to the proposed management project. Students will also be required to produce a progress report for the client and for assessment at the mid-point of the study to raise issues with the client and address any changes in the strategic direction of the project. Students will also be required to submit a final report to the host organisation and for assessment and present their findings in a formal oral presentation. Industry clients and community members (if appropriate) who have an

## MPI702 – APPLIED BUSINESS PROJECT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Carr (Trimester 2)*

*Prerequisite: Completion of at least 4 postgraduate units*

*Corequisite: Nil*

*Incompatible with: MPI700, MPI701, MPT702*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment procedure applies – please contact a student adviser for further details.*

*This unit is available in study tour mode. Click here for more information.*

### CONTENT

Applied Business Project will provide the opportunity for students to apply their knowledge and skills gained in their studies to an actual business problem. It will enable them to gain experience in applying academic knowledge and generic skills and extend their abilities in information gathering, analysis, project management, negotiation and communication. Where the project is undertaken as a group, it will enhance teamwork skills. It will further help students refine their skills, build their confidence and increase their awareness of the requirements for successful professional business practice. In this unit, students identify a specific business problem or issue and devise a project to address the issue. The project will usually entail the collection and analysis of information and secondary data to achieve a specific project outcome.

**ASSESSMENT**

Written Assignment 1 (Group/up to 3 students or Individual) 1500 words 25%, Written Assignment 2 (Group/up to 3 students or Individual) 1500 words 25%, Written Assignment 3 (Group/up to 3 students or Individual) 5000 words 50%

## MPK701 – RESEARCH DESIGN AND ANALYSIS

*Offered at: (B, X)*

*Offerings: Trimester 1 (B, X) and Trimester 2 (X)*

*EFTSL value: 0.125*

*Unit chair: T Winchester*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week in Trimester 1.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in study tour mode. [Click here for more information.](#)*

**CONTENT**

The unit will develop students' appreciation of the scope of research in business marketing, together with the processes and techniques used commonly in research. Topics include an introduction to research in marketing, problem definition, research design, qualitative and quantitative methods, measurement concepts, qualitative and quantitative data analysis, univariate and multivariate statistical analysis, sensitivity analysis, the development of business marketing models, reporting and presentation of results. Applications of research in business marketing in the areas of strategic analysis, pricing, brand management, consumer behaviour or sales forecasting will also be discussed.

**ASSESSMENT**

Written Assignment 4000 words 40%, Examination 2 hours 60%

## MPK711 – STRATEGIC CUSTOMER SERVICE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), trimester 2 (X)*

*EFTSL value: 0.125*

*Unit chair: T Winchester (Trimester 1), P Harrison (Trimester 2)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be addressed in this unit include: an introduction to customer service; customer service within a strategic framework; leadership and organisational culture for customer service excellence; supporting customer service: organisational structure and resources; the role and management of customer service personnel; internal marketing; managing and measuring service quality; managing and measuring customer perceived value; managing customer complaints; e-customer service: the role of technology in delivering customer service; and practising customer service excellence.

**ASSESSMENT**

Written Assignment (Case Study Analysis) (Group /up to 3 students) 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPK712 – ADVERTISING AND CONSUMER BEHAVIOUR

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: P Harrison*

*Prerequisite: Nil*

*Corequisite: MPK732, MPR732 or MPT732*

*Incompatible with: ALR710*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The intent of this unit is to develop students' understanding of the importance of consumer behaviour theory and research in the formulation and execution of marketing communications. Topics include consumer decision processes, factors influencing consumer behaviour (individual, psychological and environmental factors), brand positioning and

marketing communications campaign objectives, creative strategy, media strategy and other marketing communications (i.e., sales promotion, corporate image advertising, sponsorships, public relations, personal selling and direct marketing). A variety of marketing communications campaigns, from both profit and non-profit organisations, will be used to illustrate the interplay between consumer behaviour and marketing communications.

#### ASSESSMENT

Written Assignment 3500 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPK732 – MARKETING MANAGEMENT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2 or trimester 3*

*EFTSL value: 0.125*

*Previously coded as: MMK732*

*Unit chair: H Wong*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR732*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in residential mode. Click here for more information.*

*This unit is available in study tour mode. Click here for more information.*

#### CONTENT

The unit consists of 11 modules built around the integrative nature of the marketing process and its role in achieving corporate objectives. Topics include the marketing process; the marketing environment; market research and information systems; segmentation; targeting and positioning; buyer behaviour, pricing consideration and approaches; integrated marketing communication; products and new product development; distribution; international marketing; marketing strategy and planning and the implementation and control of marketing programs. Emphasis is placed on the management decision-making process through the use of case studies. The unit not only introduces participants to core marketing concepts and techniques, but also encourages the application of these within the context of the participants' work environment.

#### ASSESSMENT

Written Assignment (Group/up to 4 students or Individual) 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPK736 – INTERNATIONAL MARKETING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: MMK736*

*Unit chair: M Taghian*

*Prerequisite: Nil*

*Corequisite: MPK732, MPR732 or MPT732*

*Incompatible with: Nil*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in study tour mode. Click here for more information.*

#### CONTENT

The purpose of this unit is to examine the key elements in the formulation and implementation of international marketing strategy. The unit analyses the stages through which the firm moves in formulating its global strategy; initial entry; local market expansion; and global rationalisation. The formulation and implementation of strategy is discussed within the context of increasing interdependence of country markets and regional market integration.

#### ASSESSMENT

Written Assignment 1 1000 words 10%, Written Assignment 2 2500 words 30%, Examination 2 hours 60%, Hurdle requirements: achieve a passing grade on the assignments (1 and 2 combined) and at least 50% of the marks available on the examination.

## MPK901 – RESEARCH DESIGN AND ANALYSIS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), trimester 2 (X)*

*EFTSL value: 0.125*



Unit chair: T Winchester  
 Prerequisite: Enrolment in M901 DBA or other doctoral course  
 Corequisite: Nil.  
 Incompatible with: Nil.  
 Contact hours: Unit will be taught in block mode

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in study tour mode. Click here for more information.

### CONTENT

The unit will develop students' appreciation of the scope of research in business marketing, together with the processes and techniques used commonly in research. Topics include an introduction to research in marketing, problem definition, research design, qualitative and quantitative methods, measurement concepts, qualitative and quantitative data analysis, univariate and multivariate statistical analysis, sensitivity analysis, the development of business marketing models, reporting and presentation of results. Applications of research in business marketing in the areas of strategic analysis, pricing, brand management, consumer behaviour or sales forecasting will also be discussed.

### ASSESSMENT

Written Assignment 5000 words 40%, Examination 2 hours 60%

## MPK932 – MARKETING MANAGEMENT

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1, trimester 2 or trimester 3

EFTSL value: 0.125  
 Cohort rule: (For Doctor of Business Administration students only)  
 Unit chair: H Wong  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: MPR932  
 Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in study tour mode. Click here for more information.

This unit is available in residential mode. Click here for more information.

### CONTENT

The unit consists of 11 modules built around the integrative nature of the marketing process and its role in achieving corporate objectives. Topics include the marketing process; the marketing environment; market research and information systems; segmentation; targeting and positioning; buyer behaviour, pricing consideration and approaches; integrated marketing communication; products and new product development; distribution; international marketing; marketing strategy and planning and the implementation and control of marketing programs. Emphasis is placed on the management decision-making process through the use of case studies. The unit not only introduces participants to core marketing concepts and techniques, but also encourages the application of these within the context of the participants' work environment.

### ASSESSMENT

Written Assignment 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPK936 – INTERNATIONAL MARKETING

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Cohort rule: (For Doctor of Business Administration Students only)  
 Unit chair: M Taghian  
 Prerequisite: MPK932, MPR932 or MPT932  
 Corequisite: Nil  
 Incompatible with: Nil  
 Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in study tour mode. Click here for more information.

### CONTENT

The purpose of this unit is to examine the key elements in the formulation and implementation of international marketing strategy. The unit analyses the stages through which the firm moves in formulating its global strategy; initial entry; local market expansion; and global rationalisation. The formulation and implementation of strategy is discussed within the

context of increasing interdependence of country markets and regional market integration.

### ASSESSMENT

Assignment 1 1000 words 10%, Assignment 2 2500 words 30%, Examination 2 hours 60%, Hurdle requirement: achieve a passing grade on the assignments (1 and 2 combined) and at least 50% of the marks available on the examination.

## MPM701 – BUSINESS PROCESS MANAGEMENT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: J Chamberlain*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPC701*

*Contact hours: 1 x 2 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides foundation knowledge about the operational level of business activities and emphasises the importance of their links to organisational strategies. It considers the role of information and communication technologies in supporting business processes and it introduces enterprise systems and the ways in which these can automate procurement, fulfilment and production and the integration of these processes in organisations. The unit introduces business process architecture, problem scoping, modelling, methodologies and measurement. The unit prepares students to develop professional careers in industry, government, and the not-for-profit sector.

### ASSESSMENT

Presentation 10%, Written Assignment 2000 words 40%, Examination 3 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Presentation 10%, Written Assignment 2000 words 40%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPM702 – AUDACIOUS LEADERSHIP

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Unit chair: J McWilliams*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: This is an experiential unit. Students are advised to contact the unit chair for details of the planned activity or negotiate an alternative.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit seeks to provide participants with a deep understanding of their own capacity for leadership as well as leadership in others through examination of and reflection on the actions of leaders and followers. It is designed to provide a challenge to the student, which will demand and foster, both tacit and explicit learning about vision in leadership and audacity in its execution. Learning is experiential and based on participants' actions in resolving a challenge that has been agreed with the unit chair and is consistent with the aims of the unit. It draws on contemporary models and theories of leadership and leadership development that are international, both in their derivation and in their application.

### ASSESSMENT

Assignment 1 2000 words 20%, Assignment 2 3000 words 30%, Assignment 3 3000 words 50%

## MPM703 – BUSINESS STRATEGY AND ANALYSIS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X) or trimester 3 (B)*

*EFTSL value: 0.125*

*Previously coded as: MDM703*

*Unit chair: S Jaynes*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM706, MPR706*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to the role of business strategy in developing and sustaining competitive advantage. The broad aim of this unit is to equip students with an introductory knowledge of business strategy concepts and tools, together with an ability to apply this knowledge to a variety of macro environment, industry, and business situations.

**ASSESSMENT**

Written Assignment 3500 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MPM704 – MANAGING FOR ENVIRONMENTAL SUSTAINABILITY

*Offered at: (B-Block, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: M Taghian*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPT704*

*Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: Dates to be confirmed.*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in study tour mode. Click here for more information.*

**CONTENT**

Managing for Environmental Sustainability is designed to give students an integrated understanding of environmental sustainability issues as they relate to business management. The unit will provide managers with a conceptual framework for analysing and developing a strategic response to environmental issues and an understanding of the potential business case for sustainability. An integrated overview of human, business and ecological sustainability is presented during the course. Students will address a series of environmental issues and analyse case studies. A problem-based learning approach will guide students to examine critically current business principles and practices as they relate to environmental sustainability.

**ASSESSMENT**

Assignment 1 3000 words 40%, Assignment 2 4500 words 60%

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## MPM705 – RETAILING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Minahan*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

**CONTENT**

Retailing presents and sells goods and services to customers. Retailing is the final economic activity before the goods and services are consumed. This deceptively simple activity is now a highly competitive industry that faces many challenges such as changes to international trade, new and emerging markets, and rapid developments in technology coinciding with an increasingly demanding and well informed customer. Globalisation, the growth of new economies, and developments in technology has influenced the development of the retail industry in the last decade. This unit presents the basic elements of retailing and explores influences such as corporate social responsibility and ethics in retail, demographic changes plus the influence of new social movements such as anti consumption and environment protection. The unit prepares students for careers in the retail and associated industries such as banking and finance, supply chain and logistics, manufacturing, advertising and promotion, and marketing.

**ASSESSMENT**

Written Assignment (Group/up to 3 students 4000 words or Individual 2500 words) 50%, Examination 2 hours 50%,  
 Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPM706 – STRATEGIC MANAGEMENT

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
Previously coded as: MMM706  
Unit chair: S Orr (Trimester 1) V Ratten (Trimester 2)  
Prerequisite: completion of at least six MBA units  
Prerequisite for M777 students: nil  
Corequisite: Nil  
Incompatible with: MPM703, MPR706  
Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in residential mode. [Click here for more information.](#)

### CONTENT

The unit will develop students' capacity to think strategically about an organisation, its industry and competitive position. It will also enable students to understand the tools used for the analysis of its strategic position; to understand the correct application of these tools to a variety of industry situations; to integrate functional knowledge in making strategic decisions and to develop an appreciation of the organisational processes by which strategies are formed, evaluated and implemented.

### ASSESSMENT

Written Assignment (Group 4-6 students) 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

weekly basis. Attendance is required at the following times:

Four all-day seminars will be held:  
30 March, 31 March, 20 April and 21 April  
9am to 5pm, Room MA2.117  
Melbourne Burwood Campus

Note:

- As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.
- This unit is also offered off campus.

Note: This unit is offered in block mode and off campus mode.

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit focuses on the notion of 'intrapreneurship' and the processes by which innovative ideas are turned into commercial advantage. Innovation can occur in products/services, processes and systems, business models, or in business operations. Hence, the unit focuses on the innovation process itself, management strategies that foster innovation, and how innovation models and theory can be applied to each of these areas, resulting in sustainable competitive advantage. Topics to be addressed in this unit include: mental models of the management process; models of appropriate control; quality assurance; improving performance; innovation strategies; and leading people in an environment of innovation.

### ASSESSMENT

Written Assignment 1 4000 words 40%, Assignment (Contribution to online discussions) 20%, Written Assignment 2 (Group) 4000 words 40%

## MPM712 – MANAGING INNOVATION

Offered at: (B-Block, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: A Rouse  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: Block mode offering:  
Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a

## MPM715 – MANAGEMENT AND ORGANISATIONAL CONSULTING

Offered at: (B-Block)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Rouse  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: MPD915  
Contact hours: Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:

Four all-day seminars will be held:  
27 & 28 July (room lb2.100)  
and  
7 & 8 September (room lb2.308)  
Melbourne Burwood Campus

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*

*Note: This unit is offered in Block Mode only. Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

Management and Organisational Consulting is designed to encourage students' understanding of the nature and purpose of management consulting and to equip them with skills and attitudes needed to work in the management consulting field. The unit will integrate theory from several fields of management study – organisational psychology, organisational change and business-to-business services marketing – and will draw on research and case studies which specifically address management consulting.

### ASSESSMENT

Assignment 1 1500 words 30%, Assignment 2 (Group/up to 3 students) 3000 words, plus a formal presentation 40%, Assignment 3 2000 words 30%

## MPM716 – MERCHANDISE MANAGEMENT

*Offered at: (B, X)  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Odgen-Barnes  
Prerequisite: MPM705  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 3 hour seminar per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Merchandise is the critical activity for retail businesses and encompasses buying, ranging, distributing, pricing, promoting, managing inventory, markdown management and shrinkage. The unit introduces you to principles and practices of contemporary merchandise management and develops critical understanding of the relationship between product, positioning, promotion and profit.

In addition, this unit explores the critical relationships and synergies that exist between retailers and suppliers, which increasingly define the effectiveness of merchandise management strategy across key supply chain stages including distribution, data exchange, shopper marketing, category captaincy and range planning.

### ASSESSMENT

Written assignment 3000 words 40%, Examination 2 hours 60%

## MPM719 – MANAGING COMPENSABLE INJURY CLAIMS

*Offering information: Not offered in 2012  
Offered at: (X)  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: E Underhill  
Prerequisite: Nil  
Corequisite: MPM742  
Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The purpose of this unit is to give students an overview of the reasons for the differences in outcomes for compensable injury clients and will:

- Investigate ways of improving outcomes for compensable injury clients
- Investigate the effectiveness of preferred provider programs and other allied health initiatives in place across Australian and New Zealand jurisdictions
- Discuss the management of complex injury claims, including medico legal aspects
- Provide information on managing catastrophic injuries and chronic diseases.

### ASSESSMENT

Written assignment 1 (individual) 1000 words 20%, written assignment 2 (group of up to five) 5000 words 50%, written assignment 3 (group of up to 5) 30%

## MPM721 – ORGANISATIONAL BEHAVIOUR

Offered at: (B, X)

Credit point(s): 1

Offerings: Trimester 1, trimester 2

EFTSL value: 0.125

Previously coded as: MMM721

Unit chair: K Eljiz

Prerequisite: Nil

Corequisite: Nil

Incompatible with: MPR721

Contact hours: 1 x 3 hour seminar per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in residential mode. [Click here for more information.](#)

### CONTENT

Organisational behaviour refers to the systematic study of the attitudes and behaviours of individuals and groups in organisational settings. The purpose is to assist managers in predicting, explaining and controlling the behaviour of people in organisations. The unit aims to establish students' conceptual understanding of the dynamics of individual and group behaviour in organisations, to examine the ways in which different forms of organisational structure and leadership influence that behaviour, and to analyse the ability of organisations to respond to external change and to manage their own internal change processes.

### ASSESSMENT

Written Assignment 2500 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve 50% of the marks available on the examination.

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## MPM722 – HUMAN RESOURCE MANAGEMENT

Offered at: (B, B-Block, X)

Credit point(s): 1

Offerings: Trimester 2 (B, X) or trimester 3 (B-Block, X)

EFTSL value: 0.125

Previously coded as: MMM722

Unit chair: C Zheng (trimester 2), J Molineux (trimester 3)

Prerequisite: Nil

Corequisite: Nil

Incompatible with: MPR722, MPT722

Contact hours: 1 x 3 hour seminar per week

Block mode offering:

Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times: Dates to be confirmed.

Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in residential mode. [Click here for more information.](#)

This unit is available in study tour mode. [Click here for more information.](#)

### CONTENT

The objective of the first section of this unit is to develop an understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the workplace. Specific attention is given to issues of recruitment, selection, human resources planning, human resources development, and managing for performance. The study and practice of human resources will develop skills and understanding of how human resources fit within processes of strategy formulation and organisational change. The focus is on Australian issues and solutions.

### ASSESSMENT

Written Assignment (Individual 3000-3500 words or Group/up to 4 students 6000-6500 words) 50%, Examination 2 hours 50%, Hurdle requirement: achieve 50% of the marks available on the examination.

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## MPM723 – STRATEGIC RETURN TO WORK

Offering information: Not offered in 2012

Offered at: (X)

Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: E Underhill

Prerequisite: Nil

Corequisite: MPM741

Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

The purpose of this unit is to provide students with a strategic view of return to work / community issues that is not primarily vocational or operational in nature. It will focus on return to work / community in more difficult cases, including the different issues involved when dealing with mental health cases.

**ASSESSMENT**

Written assignment 1 (individual) 1000 words 20%, written assignment 2 (group of up to five) 40%, written assignment 3 (group of up to five) 40%

## MPM735 – INTERNATIONAL BUSINESS MANAGEMENT

*Offered at:* (B, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1 (B, X), trimester 2 (B, X) or trimester 3 (X)

*EFTSL value:* 0.125  
*Previously coded as:* MMM735  
*Unit chair:* M Frazer (Trimester 1), R Ma (Trimester 2 and 3)  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* MPT735  
*Contact hours:* 1 x 3 hour seminar per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

*This unit is available in study tour mode. [Click here for more information.](#)*

**CONTENT**

This unit covers the role and issues of management in the international environment. The principal aim is to provide participants with the requisite knowledge and skills that will enable them to manage in a complex and foreign business environment. The unit also provides an overview of the international economic, political, legal and cultural environments within which international businesses have to operate. The main thrust of the unit, however, is upon international business management strategy.

**ASSESSMENT**

Written Assignment 1 2500 words 20%, Written Assignment 2 3000 words 30%, Examination 2 hours 50%,  
 Hurdle requirement: achieve at least 45% of the marks available on the examination.

## MPM740 – PRINCIPLES OF PERSONAL INJURY SCHEME DESIGN

*Offered at:* (Residential, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* E Underhill  
*Prerequisite:* Nil  
*Corequisite:* Nil  
*Incompatible with:* Nil

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit provides an overview of the history of workers' compensation and Compulsory Third Party insurance, along with critical analysis of the current situation around Australia and internationally. The unit considers the political issues surrounding the development of scheme design/policy and the influence that these decisions may have on other related bodies. The likely future developments in personal injury schemes around Australia and internationally are also considered.

**ASSESSMENT**

Written Assignment 1 2500 words 30%, Assignment (Contribution to online discussion) 10%, Written Assignment 2 (Group/up to 5 students) 5500 words 40%, Presentation of Group Assignment 20%

## MPM741 – PERSONAL INJURY SCHEME EVALUATION

*Offered at:* (Residential, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* E Underhill  
*Prerequisite:* Nil  
*Corequisite:* MPM742  
*Incompatible with:* Nil

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit provides an introduction to the uses of actuarial information in the insurance industry and the kinds of information obtainable through actuarial processes. In studying this unit, students will develop an understanding of how scheme economics can

be used in strategic planning and decision-making relating to long-tail schemes. Claims forecasting, optimal settlement, loss reserving, and the effects of asymmetric information will also be considered in the context of scheme assessment and evaluation.

#### ASSESSMENT

Test (Multiple Choice) 20%, Assignment (Contribution to online discussion) 10%, Written Assignment (Group up to 5 students) 6000 words 50%, Presentation of Group Assignment 20%

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## MPM742 – PERSONAL INJURY SCHEME MANAGEMENT

*Offered at: (Residential, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: E Underhill*  
*Prerequisite: Nil*  
*Corequisite: MPM741*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is designed to provide students with a comprehensive understanding of how a strategic approach to claims management can play a vital role in reshaping the culture, processes, systems and alliances to enable the effective and efficient management of claims and compensation schemes. This includes understanding claims management methodologies, designing key performance indicators, understanding stakeholder roles, and developing strategic approaches to dispute resolution and return to work interventions.

#### ASSESSMENT

Written Assignment 1 3500 words 40%, Assignment (Contribution to online discussion) 10%, Written Assignment 2 (Group/up to 5 students) 5000 words 30%, Presentation of Group Assignment 20%

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## MPM906 – STRATEGIC MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Doctor of Business Administration students only)*  
*Unit chair: V Ratten*  
*Prerequisite: completion of at least four Stage 1 coursework DBA units*  
*Corequisite: Nil*  
*Incompatible with: MPR906*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in residential mode. Click here for more information.*

#### CONTENT

The unit develops students' capacity to think strategically about an organisation, its industry and competitive position; to build skills in conducting strategic analysis in a variety of industry situations; to integrate functional knowledge in making strategic decisions; and to develop an appreciation of the organisational processes by which strategies are formed, evaluated and implemented.

#### ASSESSMENT

Written Assignment 4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MPM912 – MANAGING INNOVATION

*Offered at: (B-Block, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, X)*

*EFTSL value: 0.125*  
*Unit chair: A Rouse*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM712*

*Contact hours: Block mode offering:*  
*Unit is taught face to face intensively in blocks during the trimester; for example, classes are not held on a weekly basis. Attendance is required at the following times:*

*Four all-day seminars will be held:*  
*30 March, 31 March, 20 April and 21 April*  
*9am to 5pm, Room MA2.117*  
*Melbourne Burwood Campus*

*Note: As this unit is offered in block mode, it may impact on some international students' enrolment. It is the student's responsibility to monitor their enrolment.*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit forms part of the DBA program and focuses on the innovation process, including what is sometimes labelled “intrapreneurship”. The beginning of the process is often one person’s idea. This unit looks at how ideas can be developed by knowing what to look for in the environment and the firm. Ideas must be shared, supported and then screened with a rigorous process to determine their potential for commercialisation. This potential will depend largely upon the culture, resources and strategic direction of the organisation (including its “dominant logic”).

### ASSESSMENT

Written Assignment 1 4000 words 40%, Assignment (Contribution to online discussion) 20%, Written Assignment 2 4000 words 40%

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## MPM921 – ORGANISATIONAL BEHAVIOUR

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: K Eljiz*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR921*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in residential mode. [Click here for more information.](#)*

### CONTENT

Organisational behaviour refers to the systematic study of the attitudes and behaviours of individuals and groups in organisational settings. The purpose is to assist managers in predicting, explaining and controlling the behaviour of people in organisations.

The unit aims to establish a conceptual understanding of the dynamics of individual and group behaviour in organisations, to examine the ways in which different forms of organisational structure and leadership influence that behaviour, and to analyse the ability of organisations to respond to external change and to manage their own internal change processes.

### ASSESSMENT

Written Assignment 2500 words 20%, Written Assignment 2 3500 words 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MPM922 – HUMAN RESOURCE MANAGEMENT

*Offered at: (B, B-Block, X)*

*Credit point(s): 1*

*Offerings: Trimester 2 (B, X) or trimester 3 (B-Block, X)*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: C Zheng (trimester 2), J Molineux (trimester 3)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR922*

*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in residential mode. [Click here for more information.](#)*

*This unit is available in study tour mode. [Click here for more information.](#)*

### CONTENT

The objective of the first section of this unit is to develop an understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the workplace. Specific attention is given to issues of recruitment, selection, human resources planning, human resources development, and managing for performance. The study and practice of human resources will develop skills and understanding of how human resources fit within processes of strategy formulation and organisational change. The focus is on Australian issues and solutions.

### ASSESSMENT

Written Assignment 1 1500 words 10%, Written Assignment 2 3500-4000 words 40%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPM935 – INTERNATIONAL BUSINESS MANAGEMENT

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1 (B, X), trimester 2 (B, X) or trimester 3 (X)

EFTSL value: 0.125  
 Cohort rule: (For Doctor of Business Administration students only)  
 Unit chair: M Frazer (trimester 1), R Ma (trimester 2 and 3)  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: Nil  
 Contact hours: 1 x 3 hour seminar per week  
 Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is available in study tour mode. [Click here for more information.](#)

### CONTENT

This unit covers the role and issues of management in the international environment. The principal aim is to provide participants with the requisite knowledge and skills that will enable them to manage in a complex and foreign business environment. The unit also provides an overview of the international economic, political, legal and cultural environments within which international businesses have to operate. The main thrust of the unit, however, is a focus upon international business management strategy.

### ASSESSMENT

Written Assignment 1 2500 words 20%, Written Assignment 2 3000 words 30%, Examination 2 hours 50%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MPP701 – RESEARCH PROJECT 1A

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1, trimester 2 or trimester 3

EFTSL value: 0.125  
 Unit chair: V Ratten  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: MPP704

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Special enrolment procedure applies – please contact the unit chair for further details.

### CONTENT

Students will complete a comprehensive research study under the guidance of a supervisor, who must be a member of academic staff at Deakin University. The study will require students to identify and define a problem, review relevant literature, design a study method, present findings, interpret results and present conclusions and recommendations.

### ASSESSMENT

Written Research Report 10,000 words 100%

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## MPP702 – RESEARCH PROJECT 1B

Offered at: (B, X)  
 Credit point(s): 1  
 Offerings: Trimester 1 or trimester 2

EFTSL value: 0.125  
 Unit chair: V Ratten  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: MPP704

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Special enrolment procedure applies – please contact the unit chair for further details.

### CONTENT

Students will complete a comprehensive research study under the guidance of a supervisor, who must be a member of academic staff at Deakin University. The study will require students to identify and define a problem, review relevant literature, design a study method, present findings, interpret results and present conclusions and recommendations.

### ASSESSMENT

Written Research Report 10,000 words 100%

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## MPP703 – RESEARCH PROJECT 2

Offered at: (B, X)  
 Credit point(s): 2  
 Offerings: Trimester 1 or trimester 2

EFTSL value: 0.250  
 Unit chair: V Ratten

Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: MPP704

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Special enrolment procedure applies – please contact the unit chair for further details.

### CONTENT

This unit is designed to enable students to undertake independent research, under the guidance of a supervisor knowledgeable in the research area, and to prepare a project report in a thesis format that contributes to the stock of knowledge in the research area. The supervisor must be a member of academic staff at Deakin University.

### ASSESSMENT

Written Research Report 15,000 words 100%

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## MPP704 – RESEARCH PROJECT 4

Offered at: (B, X)  
 Credit point(s): 4  
 Offerings: Trimester 1 or trimester 2

EFTSL value: 0.500  
 Unit chair: V Ratten  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: MPP701, MPP702 and MPP703

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Special enrolment procedure applies – please contact the unit chair for further details.

### CONTENT

This unit is designed to enable students to undertake independent research, under the guidance of a supervisor knowledgeable in the research area, and to prepare a project report in a thesis format that contributes to the stock of knowledge in the research area. The supervisor must be a member of academic staff at Deakin University.

### ASSESSMENT

Written Research Report 20,000 words 100%

## MPR703 – MANAGEMENT COMMUNICATION (RESIDENTIAL)

Offered at: Residential  
 Credit point(s): 1  
 Offerings: Trimester 1 (Residential)

EFTSL value: 0.125  
 Previously coded as: MMR703  
 Unit chair: K Eljiz  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: Nil

Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.

Online teaching methods require internet access. Please refer to the most current computer specifications.

This unit is taught experientially through simulations and case studies, completed in groups. Participants may experience emotional responses to the unit activities.

### CONTENT

The unit enables participants to consider the range of situations in which communicative competence is important; reflect on their strengths and weaknesses as communicators; explore theories, models and techniques in order to enhance their understanding of the communication process; and develop practical skills in communication in a range of situations. Topics include: discourse, imagery and the bases of social influence in organisations; the helping relationship, counselling and interpersonal communication; the process of negotiation; non-verbal and para-linguistic communication; communication process in groups; presentation of self and of information to groups and to the news media; and the strategic use of written communication.

### ASSESSMENT

Assignment 1 (Group Presentation 4-6 students) 30%,  
 Assignment 2 (Group/4-6 students) 30%,  
 Assignment 3 2000 words 40%

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## MPR705 – ENTREPRENEURSHIP (RESIDENTIAL)

Offered at: Residential  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Previously coded as: MMR705

Unit chair: V Ratten  
 Prerequisite: Nil  
 Corequisite: Nil  
 Incompatible with: Nil

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit introduces participants to the concept and processes of entrepreneurship. Students gain an understanding of venture start-ups through the development of a venture proposal into a venture plan. In this way practical experience of the entrepreneurial process is gained. The unit requires students to examine the skills that entrepreneurs and intrapreneurs need, in small business and in larger organisations. Participants are exposed to techniques and tools necessary to new venture development, as well as to entrepreneurs who share their experience.

#### ASSESSMENT

Assignment 3500 words (4-6 students) 40%, presentation (4-6 students) 30%, test 1 hour 30%

## MPR706 – STRATEGIC MANAGEMENT (RESIDENTIAL)

*Offered at: (Residential)*  
*Credit point(s): 1*  
*Offerings: Trimester 2 and trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: MMR706*  
*Unit chair: S Jaynes*  
*Prerequisite: completion of at least six MBA units*  
*Prerequisite for M777 students: nil*  
*Corequisite: Nil*  
*Incompatible with: MPM703, MPM706*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit aims to develop a capacity to think strategically about an organisation, its macro environment, industry and competitive position; to build skills in conducting strategic analysis in a variety of industry situations; to integrate functional knowledge in making strategic decisions; and to develop an appreciation of the organisational processes by which strategies are formed, implemented, and evaluated.

#### ASSESSMENT

Written Assignment (Group/up to 6 students) 2000 words 20%, Presentation (Oral) 30%, Test 90 minutes 50%

## MPR707 – CHANGE MANAGEMENT (RESIDENTIAL)

*Offered at: Residential*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (Residential), Trimester 3 (Residential)*

*EFTSL value: 0.125*  
*Previously coded as: MMR707*  
*Unit chair: J McWilliams*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MMH707*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is taught experientially through simulations and case studies, completed in groups. Participants may experience emotional responses to the unit activities.*

#### CONTENT

The unit aims to deepen students' understanding of the change process through the practical application of various approaches to and techniques of change management. Much of the unit comprises case study analysis and practical exercises, complemented by guest speaker presentations. However, students are also expected to improve their understanding of theories of change management in order to more successfully integrate the knowledge and experience acquired.

**ASSESSMENT**

Written Assignment 1 2000 words 50%, Written Assignment 2 3000 words 50%, Hurdle requirement: Assignment 1 comprises reflections on activities carried out during the residential. Students therefore need to successfully complete at least three out of the five of these activities.

**MPR721 – ORGANISATIONAL BEHAVIOUR (RESIDENTIAL)**

*Offered at: (Residential)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: J Billsberry*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM721*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Organisational behaviour focuses on the systematic study of the attitudes and behaviours of individuals and groups in organisational settings. The purpose is to assist managers in predicting, explaining and controlling the behaviour of people in organisations. The unit aims to develop students' conceptual understanding of the dynamics of individual and group behaviour in organisations, to examine the ways in which different forms of organisational structure and leadership influence that behaviour, and to analyse the ability of organisations to respond to external change and to manage their own internal change processes.

**ASSESSMENT**

Assignment (Presentation/Group up to 4 students) 20%, Written Assignment (Group/up to 4 students) 2000 words 30%, Test(s) 2 hours 50%

**MPR722 – HUMAN RESOURCE MANAGEMENT (RESIDENTIAL)**

*Offered at: Residential*  
*Credit point(s): 1*  
*Offerings: Trimester 2 (Residential)*

*EFTSL value: 0.125*  
*Unit chair: J Molineux*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM722, MPT722*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The objective of the first section of this unit is to develop an understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the workplace. Specific attention is given to issues of recruitment, selection, human resources planning, human resources development, employee relations and managing for performance. The study and practice of human resources will develop skills and understanding of how human resources fit within processes of strategy formulation and organisational change. The focus is on Australian issues and solutions.

**ASSESSMENT**

Assignment 1 (Group/up to 6 students) 1000-1500 words plus Group Presentation 20%, Assignment 2 (Group/up to 10 students) 1500-2000 words plus Presentation 30%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

**MPR732 – MARKETING MANAGEMENT (RESIDENTIAL)**

*Offering information: Not offered in 2012*

*Offered at: Residential*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: J Vieceli*  
*Prerequisite: Nil*

*Corequisite: Nil*  
*Incompatible with: MPK732*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in study tour mode. Click here for more information.*

### CONTENT

The unit consists of 12 modules built around the integrative nature of the marketing process and its role in achieving corporate objectives. Topics include the marketing process; the marketing environment; market research and information systems; segmentation; targeting and positioning; buyer behaviour, pricing consideration and approaches; integrated marketing communication; products and new product development; distribution; international marketing; marketing strategy and planning; and the implementation and control of marketing programs. Emphasis is placed on the management decision-making process through the use of case studies. The unit not only introduces participants to core marketing concepts and techniques, but also encourages the application of these within the context of the participants' work environment.

### ASSESSMENT

Test(s) 1 hour 20%, Written Assignment 1 (up to 3 students) 4000 words 40%, Written Assignment 2 4000 words 40%

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## MPR751 – FINANCIAL REPORTING AND ANALYSIS (RESIDENTIAL)

*Offered at: (Residential)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: MAR751*  
*Unit chair: S Scarparo*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPA751*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit develops students' ability to read, interpret and use corporate financial reports and other relevant information such as internal accounting reports. The unit is primarily concerned with developing a strong understanding of accounting concepts and issues from perspectives both internal and external to the entity. This understanding can then be applied to a range of theoretical and practical problems often encountered by managers. The student's appreciation of the complexities of financial measurement, accounting policy selection, and techniques of managerial accounting is developed using case studies and practical problems. No previous accounting background is assumed.

### ASSESSMENT

Written Assignment 1 3000 words 30%, Written Assignment 2 4000 words 40%, Examination 2 hours 30%

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## MPR905 – ENTREPRENEURSHIP (RESIDENTIAL)

*Offered at: Residential*  
*Credit point(s): 1*  
*Offerings: Trimester 2 (Residential)*

*EFTSL value: 0.125*  
*Cohort rule: (For Doctor of Business Administration students only)*  
*Unit chair: V Ratten*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces participants to the concept and processes of entrepreneurship. Students gain an understanding of venture start-ups through the development of a venture proposal into a venture plan. In this way practical experience of the entrepreneurial process is gained. The unit requires students to examine the skills that entrepreneurs and intrapreneurs need, in small business and in larger organisations. Participants are exposed to techniques and tools

necessary to new venture development, as well as to entrepreneurs who share their experience.

#### ASSESSMENT

Presentation (Oral) 30%, Written Assignment 1 2500 words 30%, Written Assignment 2 3500 words 40%

## MPR906 – STRATEGIC MANAGEMENT (RESIDENTIAL)

*Offered at: (Residential)*

*Credit point(s): 1*

*Offerings: Trimester 2 and trimester 3*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: S Jaynes*

*Prerequisite: completion of at least four Stage 1 coursework DBA units*

*Corequisite: Nil*

*Incompatible with: MPM906*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit aims to develop a capacity to think strategically about an organisation, its macro environment, industry and competitive position; to build skills in conducting strategic analysis in a variety of industry situations; to integrate functional knowledge in making strategic decisions; and to develop an appreciation of the organisational processes by which strategies are formed, implemented, and evaluated.

#### ASSESSMENT

Presentation (Oral) 30%, Assignment 1 (Group/up to 6 students) 2000 words 20%, Assignment 2 (Individual) 2000 words 50%

## MPR907 – CHANGE MANAGEMENT (RESIDENTIAL)

*Offered at: Residential*

*Credit point(s): 1*

*Offerings: Trimester 1 (Residential) or Trimester 3 (Residential)*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: J McWilliams*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*This unit is taught experientially through simulations and case studies, completed in groups. Participants may experience emotional responses to the unit activities.*

#### CONTENT

The unit aims to deepen students' understanding of the change process through the practical application of various approaches to and techniques of change management. Much of the unit comprises case study analysis and practical exercises, complemented by guest speaker presentations. However, students are also expected to improve their understanding of theories of change management in order to more successfully integrate the knowledge and experience acquired.

#### ASSESSMENT

Written Assignment 1 2000 words 50%, Written Assignment 2 4000 words 50%, Hurdle requirement: Assignment 1 comprises reflections on activities carried out during the residential. Students therefore need to successfully complete at least three out of the five of these activities.

## MPR921 – ORGANISATIONAL BEHAVIOUR (RESIDENTIAL)

*Offered at: (Residential)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: J Billsberry*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM921*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Organisational behaviour focuses on the systematic study of the attitudes and behaviours of individuals and groups in organisational settings. The purpose is to assist managers in predicting, explaining and controlling the behaviour of people in organisations.

The unit aims to establish a conceptual understanding of the dynamics of individual and group behaviour in organisations, to examine the ways in which different forms of organisational structure and leadership influence that behaviour, and to analyse the ability of organisations to respond to external change and to manage their own internal change processes.

### ASSESSMENT

Assignment (Presentation) (Group/up to 3 students) 20%, Written Assignment (Group up to 4 students) 2000 words 30%, Test(s) 50%

## MPR922 – HUMAN RESOURCE MANAGEMENT (RESIDENTIAL)

*Offered at: Residential*

*Credit point(s): 1*

*Offerings: Trimester 2 (Residential)*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: J Molineux*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM922*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The objective of the first section of this unit is to develop an understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the workplace.

Specific attention is given to issues of recruitment, selection, human resources planning, human resources development, employee relations and managing for performance. The study and practice of human resources will develop skills and understanding of how human resources fit within processes of strategy formulation and organisational change. The focus is on Australian issues and solutions.

### ASSESSMENT

Assignment 1 10%, Assignment 2 (Group/up to 6 students) 20%, Assignment 3 (Group/up to 10 students) 1500-2000 words plus presentation 20%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPR932 – MARKETING MANAGEMENT (RESIDENTIAL)

*Offering information: Not offered in 2012*

*Offered at: Residential*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: J Viecelli*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPK932*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit consists of 12 modules built around the integrative nature of the marketing process and its role in achieving corporate objectives. Topics include the marketing process; the marketing environment; market research and information systems; segmentation; targeting and positioning; buyer behaviour, pricing consideration and approaches; integrated marketing communication; products and new product development; distribution; international marketing; marketing strategy and planning; and the implementation and control of marketing programs. Emphasis is placed on the management decision-making process through the use of case studies. The unit not only introduces participants to core marketing concepts and techniques, but also encourages



the application of these within the context of the participants' work environment.

### ASSESSMENT

Test(s) 1 hour 20%, Written Assignment 1 (Group/up to 3 students) 4000 words 40%, Written Assignment 2 4000 words 40%

## MPR951 – FINANCIAL REPORTING AND ANALYSIS (RESIDENTIAL)

*Offered at: (Residential)  
Offerings: Trimester 2*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: S Scarparo*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPA951*

*Note: Students must register their expression of interest with the Deakin Management Centre. Places are limited. Successful applicants will have their enrolment confirmed approximately two months prior to commencement.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to develop a participant's ability to read, interpret and use corporate financial reports and other relevant information such as internal accounting reports. The unit is primarily concerned with developing a strong understanding of accounting concepts and issues from perspectives both internal and external to the entity. This understanding can then be applied to a range of theoretical and practical problems often encountered by managers. The participant's appreciation of the complexities of financial measurement, accounting policy selection, and techniques of managerial accounting is developed using case studies and practical problems. No previous accounting background is assumed.

### ASSESSMENT

Written Assignment 1 3000 words 30%, Written Assignment 2 5000 words 40%, Examination 2 hours 30%

## MPS701 – PRINCIPLES OF RISK AND INSURANCE

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X) or trimester 2 (X)*

*EFTSL value: 0.125*

*Previously coded as: MAS701*

*Unit chair: M Ee*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Burwood classes are conducted in the evening.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to insurance, the insurance market and insurance law. The unit examines a range of areas including the concepts of risk and insurance, and the principal legislation governing insurance in Australia. Topics include: insurance in Australia; risk concepts and an introduction to risk management; the insurance mechanism; types of insurance policies; an introduction to underwriting; legal principles of insurance; the Insurance Contracts Act 1984; the Financial Services Reform Act 2001; and the Insurance Act 1973.

### ASSESSMENT

Written Assignment 3000-4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MPS703 – REINSURANCE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: MAS703*

*Unit chair: M Cohen*

*Prerequisite: MPS701*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces students to reinsurance and shows its application to insurance policies in the area of general insurance. From the grounding provided through this unit, the student should develop a clear understanding of the need for and purposes of reinsurance. Students should also have a working knowledge of the different forms and types of reinsurance contracts, a grasp of the terminology and the statutory requirements relative to reinsurance, the legal aspects of reinsurance dealings and an understanding of the reinsurance market and the pricing of reinsurance.

**ASSESSMENT**

Assignment 3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide an introduction to the area of general insurance, and an understanding of the underwriting, management and claims-settling practices used. It will include an examination of insurable and uninsurable risk and an understanding of the different forms of risk management undertaken by business, including self insurance.

**ASSESSMENT**

Written assignment 3000 words 40%, Examination 2 hours 60%

**MPS707 – LIFE RISK**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Cohen*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an introduction to the area of life risk management and insurance, and an understanding of the underwriting, management and claims-settling practices used.

**ASSESSMENT**

Written assignment 3000 words 40%, Examination 2 hours 60%

**MPS710 – INSURANCE AND RISK MANAGEMENT PRACTICUM**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.125*

*Previously coded as: MAS710*

*Unit chair: M Cohen*

*Prerequisite: MPS701 plus two units from MAF754, MPS703, MPS707 or MPS708*

*\* MPS units were previously coded MAS prior to 2012*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment procedure applies – please contact a student adviser for further details.*

**CONTENT**

The project is carried out under the guidance of a staff member selected by the candidate and the Deakin Graduate School of Business. The student will undertake an appropriate insurance or finance related project as agreed with their employer (or if this is not possible, as approved by the Course Team Chair) and approved by University supervisor, a member of the academic staff. However, topics are not restricted apart from general guidelines. Preferred topics include studies related to practical insurance and finance problems occurring at the candidate's place of work; more theoretical studies are also acceptable.

**MPS708 – GENERAL INSURANCE**

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Cohen*

*Prerequisite: MPS701*

Each student will be required to produce and submit a formal project proposal and work plan related to the proposed project. Students will be required to produce an interim report for assessment at the midpoint of the study to raise issues and address changes to the strategic direction of the practicum. Students will produce a final report for assessment.

#### ASSESSMENT

Written assignment 1 1000 words 15%, written assignment 2 1500 words 25%, written assignment 3 5000-7000 words 60%

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## MPT701 – RESEARCH DESIGN AND ANALYSIS

*Offering information: Not offered in 2012*  
*Offered at: (Tour)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Hall*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPK701*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The overall goal of the unit is to provide an appreciation of the nature of research that is used to assist business decision making. Starting from the definition of the problem and the formulation of the approach needed to collect relevant information, students will obtain knowledge of the various research methods used together with the analytic tools that will turn raw data in useable information.

#### ASSESSMENT

Test(s) 20%, written assignment 1 (group) 4000 words 40%, written assignment 2 (individual) 4000 words 40%

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## MPT702 – APPLIED BUSINESS PROJECT

*Offering information: Not offered in 2012.*

*Offered at: (Tour)*  
*Offerings: Trimester 2 (as part of a study tour to Malaysia)*

*EFTSL value: 0.125*  
*Unit chair: R Chapman*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPI700, MPI701, MPI702*  
*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*Special enrolment procedure applies – please contact a student adviser for further details.*

#### CONTENT

In this unit students apply their knowledge and skills gained in their studies to an actual business scenario in an identified area. It will enable you to gain experience in applying academic knowledge and generic skills and extend your abilities in information gathering, analysis, project management, negotiation and communication. Where the project is undertaken as a group, it will enhance your teamwork skills. This unit will help you refine your skills, build your confidence and increase your awareness of the requirements for successful professional business practice in an international environment.

#### ASSESSMENT

Assignment 1 (problem statement and project outline, individually or in a group) 2000 words 40%, Assignment 2 (project report, individually or in a group) 5000 words 60%

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## MPT704 – MANAGING FOR ENVIRONMENTAL SUSTAINABILITY

*Offering information: Not offered in 2012.*

*Offered at: (Tour)*  
*Offerings: Trimester 2 (as part of a study tour to Malaysia)*

*EFTSL value: 0.125*  
*Unit chair: M Taghian*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM704*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is designed to give students an integrated understanding of environmental sustainability issues as they relate to business management. The unit will provide managers with a conceptual framework for analysing and developing a strategic response to environmental issues and an understanding of the potential business case for sustainability. An integrated overview of human, business and ecological sustainability is presented during the course. Students

will address a series of environmental issues and analyse case studies. A problem-based learning approach will guide students to examine critically current business principles and practices as they relate to environmental sustainability.

#### ASSESSMENT

Assignment 1 (individual) 3000 words 40%, assignment 2 (individual) 4500 words 60%

## MPT708 – BUSINESS IN ASIA

*Offering information: Not offered in 2012.*

*Offered at: (Tour)*

*Offerings: Trimester 2 (as part of a study tour to Malaysia)*

*EFTSL value: 0.125*

*Unit chair: J Menzies*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Business in Asia is designed to provide students with the knowledge, skills and insight to be able to advise senior management on whether it should engage in business activity involving a target foreign market in Asia.

Business in Asia examines the economic dynamism of the Asian economies with a focus on individual countries such as China, India, Indonesia, Japan, Malaysia, Singapore, South Korea, Cambodia and Vietnam. It also ventures further into Kazakhstan and the United Arab Emirates. Forms of government, economic conditions, the structure of industry, inward investment, sourcing, trading relationships, government/business relationships and business culture and style are among the topics discussed or explored through case studies.

#### ASSESSMENT

Reflective Journal (Pre & During Business in Asia -Individual) 20%, During Business in Asia – Case Study (Group Activity) 750 words 15%, During Business in Asia – Country/Target Market Business Opportunity (Group Activity) 750 words 15%, During Business in Asia – Preliminary Proposal (Individual) 5000 words and Post Business in Asia – Business Opportunity Project (Individual) 3000-5000 words 50%

## MPT722 – HUMAN RESOURCE MANAGEMENT (TOUR)

*Offered at:*

*Credit point(s): 1*

*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*

*Unit chair: A Lawrence*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR722, MPM722*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The objective of the first section of this unit is to develop students' understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the international workplace. Specific attention is given to issues of recruitment, selection, human resource planning, human resources development, and managing the performance. The study and practice of human resources will develop skills and understanding of how human resources fit within processes of strategy formulation and organisational change. The focus is on international and comparative issues and solutions.

#### ASSESSMENT

Written Assignment 1 1500 words 20%, Written Assignment 2 3000 words 40%, Written Assignment 3 3000 words 40%, Hurdle requirement: achieve a passing grade on each piece of assessment

## MPT732 – MARKETING MANAGEMENT

*Offered at: (Tour)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: W Binney*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPK732, MPR732*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

*This unit is available in residential mode. [Click here for more information.](#)*

**CONTENT**

The unit introduces marketing as an integrative management function. It draws together the activities of every area of an organisation concerned with the planning, development, distribution, promotion and pricing of goods and services. The unit will examine the comprehensive perspective essential to marketing decision-making, through relationships with customers, suppliers, competitors, society, and other organisational functions. This unit covers the significant areas within marketing, such as research, buyer behaviour, product planning, marketing planning, pricing, and distribution, focusing on managing these elements within an overall integrated marketing strategy.

**ASSESSMENT**

Test(s) 20%, written assignment 1 (group) 4000 words 40%, written assignment 2 (individual) 4000 words 40%

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## MPT735 – INTERNATIONAL BUSINESS MANAGEMENT (TOUR)

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*

*Unit chair: J Menzies*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPM735*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the role and issues of management in the international environment. The principal aim is to provide students with the requisite knowledge and skills that will enable them to manage in a complex and foreign business environment. The unit also provides an overview of the international economic, political, legal and cultural environments within which international businesses have to operate. The main thrust of the unit, however, is a focus upon international business management strategy.

**ASSESSMENT**

Written Assignment 1 1500 words 20%, Written Assignment 2 3000 words 40%, Written Assignment 3 3000 words 40%, Hurdle requirements: achieve a passing grade on each piece of assessment.

## MPT736 – INTERNATIONAL MARKETING

*Offered at: (Tour)*

*Offerings: Trimester 2 (as part of a study tour to North America)*

*EFTSL value: 0.125*

*Unit chair: J Hall*

*Prerequisite: Nil*

*Corequisite: MPK732, MPR732, MPT732*

*Incompatible with: MPK736*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

International marketing focuses on the nature of the international marketplace and the decisions facing international marketing managers. International marketing is the process of planning and conducting transactions across national boundaries to create exchanges and satisfy the objectives of the parties involved in the exchange. International marketing is a sub-set of international business. International marketing takes many forms ranging from exporting to wholly owned subsidiaries. The unit deals with the marketing activities and the management of those activities in foreign markets. The depth and breadth of a business' involvement in marketing activities in foreign markets depends on many factors, e.g., its size, resources and extent of international experiences. International marketing is concerned with a wide range of organisations, from businesses that export to only one market, to large global companies marketing their products across many countries and managing the marketing activities through their own subsidiaries. International marketing issues relating to small firms and exporting will be emphasised throughout the course of this unit. Marketing theory, international trade and international business management principles provide the foundation for this unit. The theoretical frameworks form the basis of explaining international marketing decisions, including market selection, mode of market entry, the management of marketing activities, and market coverage.

**ASSESSMENT**

Test(s) 20%, written assignment 1 (group) 4000 words 40%, written assignment 2 (individual) 4000 words 40%

## MPT753 – FINANCE

*Offered at: (Study Tour)*

*Credit point(s): 1*

*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*

*Unit chair: T Boulter*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF740, MPT953*

*Note: Quota applies. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

MPT753 is an innovative experiential study of finance that focuses on sustainable investment. The objective of this unit is to provide students with the opportunity to engage with business, within the work place and in doing so develop practical and analytical finance skills by participating as a team member on a real work related project. The program begins with an intensive on-campus component of study that introduces the fundamental principles of finance and which develops the skill set necessary to undertake financial analysis of investments. Students then visit companies throughout regional Australia and in consultation with them assist in the identification of “green initiatives” that could assist in reducing the company’s carbon footprint. Students then return to the university and produce a consultancy styled report that analyses the financial viability of the investment opportunity. This report represents the major component of assessment for the unit.

### ASSESSMENT

Written Assignment 1 3000 words 50%, Group Presentation 10%, Log/Workbook/Reflection 30%, Group Work 10%, Hurdle requirements: achieve a passing grade on each piece of assessment.

## MPT901 – RESEARCH DESIGN AND ANALYSIS

*Offering information: Not offered in 2012*

*Offered at: (Tour)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: J Hall*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPK901*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The overall goal of the unit is to provide an appreciation of the nature of research that is used to assist business decision making. Starting from the definition of the problem and the formulation of the approach needed to collect relevant information, students will obtain knowledge of the various research methods used together with the analytic tools that will turn raw data in useable information.

### ASSESSMENT

Test(s) 20%, written assignment 1 4000 words 40%, written assignment 2 4000 words 40%

## MPT922 – HUMAN RESOURCE MANAGEMENT

*Offered at: (Tour)*

*Credit point(s): 1*

*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*

*Cohort rule: (For Doctor of Business Administration students only)*

*Unit chair: C Zheng*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MPR922, MPM922*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

### CONTENT

Human Resource Management aims to provide an overview of the core human resource competencies in a change management context and therefore takes an integrated approach to managing human resources based on this model. The objective of this unit is to develop an understanding of strategic human resource management and the policies, methods and techniques utilised in human resource management functions with particular emphasis on the international workplace. Specific attention is given to issues of recruitment, selection, human resources planning, human resources development, managing for performance, and employee relations. The study and practice of human resources will develop skills and understanding of how human resources fits within processes of strategy formulation and organisational change. The focus is on Australian and international issues and solutions. In the international study tour mode the focus is on international and comparative solutions.

**ASSESSMENT**

Compulsory written assignment 1 3000 words 40%,  
 compulsory written assignment 2 3000 words 40%,  
 compulsory written assignment 3 1500 words 10%,  
 compulsory written assignment 4 1500 words 10%  
 Hurdle requirement : students must attend all sessions  
 of the study tour program.

**MPT932 – MARKETING  
MANAGEMENT**

*Offered at: (Tour)*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Cohort rule: (For Doctor of Business Administration  
 students only)*  
*Unit chair: W Binney*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPK932, MPR932*

*Note: Online teaching methods require internet  
 access. Please refer to the most current computer  
 specifications.*

*This unit is available in residential mode. Click here for  
 more information.*

**CONTENT**

The unit introduces marketing as an integrative management function. It draws together the activities of every area of an organisation concerned with the planning, development, distribution, promotion and pricing of goods and services. The unit will examine the comprehensive perspective essential to marketing decision-making, through relationships with customers, suppliers, competitors, society, and other organisational functions. This unit covers the significant areas within marketing, such as research, buyer behaviour, product planning, marketing planning, pricing, and distribution, focusing on managing these elements within an overall integrated marketing strategy.

**ASSESSMENT**

Test(s) 20%, written assignment 1 (group) 4000 words 40%, written assignment 2 (individual) 4000 words 40%

**MPT935 – INTERNATIONAL  
BUSINESS MANAGEMENT**

*Offered at: (Tour)*  
*Credit point(s): 1*  
*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*  
*Cohort rule: (For Doctor of Business Administration  
 students only)*  
*Unit chair: J Menzies*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MPM735*

*Note: Online teaching methods require internet access.  
 Please refer to the most current computer specifications*

**CONTENT**

The unit seeks to develop an ability to analyse international business opportunities from a strategic perspective. In addition, it aims to provide participants with the knowledge and skills to manage business in a complex and foreign business environment, and provides an overview of the international economic and cultural frameworks within which international businesses have to operate.

**ASSESSMENT**

Written Assignment 1 1500 words 20%, Written Assignment 2 3000 words 40%, Written Assignment 3 3000 words 40%, Hurdle requirement: achieve a passing grade on each piece of assessment.

**MPT936 – INTERNATIONAL  
MARKETING**

*Offered at: (Tour)*  
*Offerings: Trimester 2 (as part of a study tour to North America)*

*EFTSL value: 0.125*  
*Cohort rule: (For Doctor of Business Administration  
 students only)*  
*Unit chair: J Hall*  
*Prerequisite: Nil*  
*Corequisite: MPK932, MPR932, MPT932*  
*Incompatible with: MPK936*

*Note: Online teaching methods require internet  
 access. Please refer to the most current computer  
 specifications.*

**CONTENT**

International marketing focuses on the nature of the international marketplace and the decisions facing international marketing managers. International marketing is the process of planning and conducting transactions across national boundaries to create exchanges and satisfy the objectives of the parties involved in the exchange. International marketing is a sub-set of international business. International marketing takes many forms ranging from exporting to wholly owned subsidiaries. The unit deals with the marketing activities and the management of those activities in foreign markets. The depth and breadth of a business' involvement in marketing activities in foreign markets depends on many factors, e.g., its size, resources and extent of international experiences. International marketing is concerned with a wide range of organisations, from businesses that export to only one market, to large global companies marketing their products across many countries and managing the marketing activities through their own subsidiaries. International marketing issues relating to small firms and exporting will be emphasised throughout the course of this unit. Marketing theory, international trade and international business management principles provide the foundation for this unit. The theoretical frameworks form the basis of explaining international marketing decisions, including market selection, mode of market entry, the management of marketing activities, and market coverage.

**ASSESSMENT**

Test(s) 20%, written assignment 1 (group) 4000 words 40%, written assignment 2 (individual) 4000 words 40%

**MPT953 – FINANCE**

*Offered at: (Study Tour)*

*Credit point(s): 1*

*Offerings: Trimester 3 (as part of a study tour)*

*EFTSL value: 0.125*

*Unit chair: T Boulter*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: MAF740, MPT753*

*Note: Quota applies. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is an innovative experiential study of finance that focuses on sustainable investment. The objective of this unit is to provide students with the opportunity to engage with business, within the work place and in doing so develop practical and analytical finance skills by participating as a team member on a real work

related project. The program begins with an intensive on-campus component of study that introduces the fundamental principles of finance and which develops the skill set necessary to undertake financial analysis of investments. Students then visit companies throughout regional Australia and in consultation with them assist in the identification of "green initiatives" that could assist in reducing the company's carbon footprint. Students then return to the university and produce a consultancy styled report that analyses the financial viability of the investment opportunity. This report represents the major component of assessment for the unit.

**ASSESSMENT**

Written Assignment 1 3000 words 50%, Presentation (Group/2 students) 10%, Log/Workbook/Reflection 30%, Group Work 10%, Hurdle requirements: achieve a passing grade on each piece of assessment.

**MSC120 – BUSINESS INFORMATION SYSTEMS\***

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, G, W, X) and trimester 2 (B, X)*

*EFTSL value: 0.125*

*Unit chair: G Pye (Trimester 1), E Bellucci (Trimester 2)*

*Prerequisite: Nil*

*Corequisite: Nil*

*Incompatible with: SIT101*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: \* To be recoded 'MIS101 Business Information Systems' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The goals of the unit are to introduce and develop an appreciation of the important roles and wider aspects of business information systems within organisations and to develop business problem-solving skills using information technology. Other topics include: an overview of hardware and software technologies; the internet and electronic commerce; data communication and computer networking; information management; security; problem analysis and critical thinking skills; current trends and future developments; including practical work using personal computers.

**ASSESSMENT**

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.



## MSC201 – PROFESSIONAL PRACTICE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, X)*

*EFTSL value: .125*  
*Unit chair: I Rosewall*  
*Prerequisite: Completion of six level one units.*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture 1 x 1 hour tutorial a week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the unit is to convey fundamental business practices and behaviours necessary to enhance and reinforce business skills through applying theoretical knowledge to practical real-life business situations and scenarios.

### ASSESSMENT

Assignment 1 2500 words 50%, assignment 2 4000 words 50%

## MSC217 – DATABASE MANAGEMENT FOR BUSINESS\*

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Lamp*  
*Prerequisite: MSC120 or SIT101*  
*Corequisite: Nil*  
*Incompatible with: SIT103*  
*Recommended: MSC228*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: \* To be recoded 'MIS202 Managing Data and Information' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit approaches the use of databases within an organisation from an information resource management perspective. Information management scenarios from organisations are used to illustrate the use of databases as one component of competent and rigorous information management. Data management challenges raised by today's decentralised organisations are addressed. SQL and entity-relationship modelling are used as examples of tools to support this central information systems activity.

### ASSESSMENT

Assignment 1 20%, Assignment 2 20%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the assignments overall and achieve at least 45% of the marks available on the examination.

## MSC220 – SMALL BUSINESS SYSTEMS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Torlina*  
*Prerequisite: Nil*  
*Corequisite: MSC120 or SIT101*  
*Incompatible with: SIT241*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit is designed to provide students with the background knowledge and practical skills necessary to investigate and recommend information systems and technology to support the operation of a small to medium-sized business. Students will study real businesses over the trimester. Particular emphasis is placed on business information management, information systems and information technology to support business planning and operations. Recent developments in electronic commerce, the Internet, social networking and mobile communication which can benefit businesses are also covered.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MSC228 – INFORMATION SYSTEMS ANALYSIS AND DESIGN\*

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, G, X)

EFTSL value: 0.125  
Unit chair: M Crofts (Trimester 1, Trimester 3)  
Prerequisite: MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: SIT201  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: \* To be recoded 'MIS201 Business Requirements Analysis' from Trimester 1 2013

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an introduction to the discipline of systems analysis and design. Students will learn two methods of analysis and design, a structured approach and an object-orientated approach, for designing business information systems. Students will also learn how to gather information from businesses, investigate solutions and undertake feasibility studies.

### ASSESSMENT

Assignment 15%, Written Assignment (Case Study) (Group/2 Students) 3000 words 35%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MSC233 – INFORMATION SYSTEMS NETWORKS

Offering information: This unit is not offered in 2012.

Offered at: (B, online)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: CY Lee  
Prerequisite: MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: SIT202  
Contact hours: This unit is offered in the wholly online teaching mode only; there will be no face-to-face teaching

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an overview of a typical business organisation's data communication and networking environments within an information systems framework. Students will develop an understanding of data communication systems and the ability to design data communication solutions to meet the information systems needs of an organisation. Topics include standards, media, network architectures, security, administration and industry trends.

### ASSESSMENT

Written Assignment (Analytical Essay/Critical Essay/Memorandum of Advice) (Group/3-4 Students) 3000-4000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the assignment. Achieve at least 50% of the marks available on the examination.

## MSC244 – BUSINESS ON THE INTERNET\*

Offered at: (B, G, online, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, G, online, X) or trimester 3 (B, online, X)

EFTSL value: 0.125  
Unit chair: L Nguyen  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: SIT104  
Incompatible from Trimester 3, 2012: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: \* To be recoded 'MIS213 Business on the Internet' from Trimester 1 2013

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The Web is a critical component in any modern organisation. This unit provides students with an understanding of how a business can exploit the Internet's capabilities in a business-to-consumer context. It also develops students' skills in designing, evaluating and using websites as a means of revenue generation and marketing communication. Further, it introduces students to the legal, ethical and security concerns which must be taken into account when businesses utilise the Web.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

## MSC245 – ESYSTEMS FOR BUSINESS

Offered at: (B, online, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Torlina  
Prerequisite: MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: Nil.  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

As we enter the third millennium, we are experiencing profound changes to our daily lives, none of which are more significant than the digital revolution. The most prominent change is in how businesses use information systems to perform their basic functions such as buying and selling, liaison with customers and collaborating with their trading partners. The unit is not technical and instead aims to provide an understanding of how modern business organisations use information systems, specifically, inter-organisational systems (IOS) to facilitate electronic trading between trading partners. Overall, the unit examines the role of IOS especially supply chain management and electronic procurement in the modern business world. Further, it looks at essential information infrastructure that is needed to implement IOS. Finally, we identify and review the key managerial decisions required by organisations moving to electronic business platforms together with legal and social issues such as security, ethics and privacy that may arise as a consequence.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MSC273 – BUSINESS INTELLIGENCE\*

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: W Yeoh  
Prerequisite: MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: \* To be recoded 'MIS271 Business Intelligence' from Trimester 1 2013

Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

With the ever growing volume of data, as well as the increasing complexity of corporate information, it is now becoming more difficult for organisations to identify and take advantage of valuable business information. This unit aims to provide an introduction to the techniques involved in the understanding and use of business intelligence. The unit considers how business intelligence can help managers, consultants, customers, suppliers and employees by combining data from different sources, sorting through and analysing it, and thereby providing improved information to support the goals and objectives of the organisation.

### ASSESSMENT

Assignment 10%, Assignment 30%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MSC302 – INFORMATION SYSTEMS METHODOLOGIES

Offering information: Not offered in 2012

Offered at: (B, G, online, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Nguyen  
Prerequisite: MSC228 or SIT201  
Corequisite: Nil  
Incompatible with: SIT376 and SCC324  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit focuses on the methodologies used by industry practitioners for information systems development. A methodology in this context is a collection of techniques that are brought together, with an overall philosophy. A range of techniques will be covered along with several contemporary methodologies, including blended methodologies (SSADM), rapid development methodologies (James Martin's RAD), organisational-oriented methodologies (SSM) and people-oriented methodologies (ETHICS).

An evaluation approach will be presented to provide a framework where any methodology can be assessed for its suitability in a given situation.

#### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MSC303 – INFORMATION SYSTEMS PROJECT\*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Keller  
Prerequisite: Three units at level 3, two of which must be MSC coded units  
Corequisite: Nil  
Incompatible with: SCC331 and SIT302  
Contact hours: 2 x 2 hour lecture per week*

*Note: \* To be recoded 'MIS399 Capstone Project' from Trimester 1 2013*

*This unit should be undertaken in the student's final trimester of study.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit involves students undertaking an industry-based information systems pilot project. Projects will involve project management, business or systems analysis, systems development or business case development. Students will be placed into a project team on the basis of their skills and experience, and each team will be assigned a client. Projects will involve either: the design and/or implementation of an information system; or the preparation of business case recommendations. The unit also covers project management theory and techniques and provides students with the opportunity to apply the theory to their allotted project.

#### ASSESSMENT

Assignment 1 10%, Assignment 2 25%, Assignment 3 25 %, Presentation(s) (Oral) 20%, Written Assignment 1000 words 20%, Hurdle requirements: achieve at least 50% of the marks available for assignments and presentations overall and achieve at least 50% of the marks available for the written assignment.

## MSC304 – HEALTH INFORMATICS

*Offered at: Not offered in 2012  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Unit chair: E Bellucci  
Prerequisite: One unit at level 2 plus one of MSC120, SIT101 or HBS107  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial, per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit focuses upon the key aspects of health informatics and its relationship with information systems. It focuses upon the following key elements: health information systems; strategy and management of health information systems; health data, information and knowledge management; eHealth/telehealth/telemedicine; health informatics standards and governance; health decision support systems/health knowledge based systems/health expert systems; health care organisation and legal issues; electronic patient records/electronic health records; people and organisational knowledge/skills and health informatics; security, privacy and ethics in health informatics; and future trends in health informatics.

#### ASSESSMENT

Written Assignment 2000 words 30%, Presentation 10%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the assignment.

## MSC345 – ADVANCED BUSINESS SYSTEMS DEVELOPMENT

*Offering information: Not offered in 2012*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Keller  
Prerequisite: MSC211 or SIT102  
Corequisite: Nil  
Incompatible with: SCC334 (completed from 2003) and SIT342  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit focuses on the construction of business applications that are deployed over the Internet. Interactive business web sites (such as would be used for online trading systems, content management systems, customer relations systems) will be developed by students throughout the unit. Students will extend existing skills in software development.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MSC347 – INFORMATION SYSTEMS MANAGEMENT

*Offered at: (B, G, online, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Nguyen  
Prerequisite: One unit at level 2 plus one of MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores best practices in business. For managers to make the best possible decisions about systems, managers need to know the types of systems available to them. Modern business cannot operate effectively without information systems, therefore information systems are now considered a key strategic asset that is used to create competitive advantage and change organisational processes. In this unit we introduce modern ideas and e.g. explore SAP, an enterprise resource planning (ERP) system, customer relationship management systems, knowledge management, data warehousing and outsourcing. The unit highlights ways of evaluating the effectiveness of systems in organisations to promote better understanding (or at least provide an effective interface) between managers and IT practitioners.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MSC348 – INFORMATION SYSTEMS AND GLOBAL ISSUES\*

*Offered at: (B, tour, X)  
Credit point(s): 1  
Offerings: Trimester 1 (B, X) or trimester 3 (tour to India)*

*EFTSL value: 0.125  
Unit chair: D Coulthard  
Prerequisite: One unit at level 2 plus one of MSC120 or SIT101  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: \* To be recoded 'MIS231 Professional Ethics in the Digital Age' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the ethical role of information systems and business professionals in organisations. The rapid development of information and communication technologies and the rise of global eBusiness have made significant changes in the way people, organisations and societies operate and new ethical, social and professional issues have emerged. The key aim of this unit is to equip the student with the skills to understand, identify and analyse these issues. The unit will consider some of the key ethical and social issues that have arisen as a result of global eBusiness and provide practical experience in policy analysis and project management.

### ASSESSMENT

On and Off Campus  
Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

### Study Tour

Written Assignment 1 (Session Reviews) 1000 words 20%, Written Assignment 2 (Journal) 2000 words 30%, Written Assignment 3 (Group/5 Students) 3000 words 50%, Hurdle requirement: pass in all three assessment tasks.

## MSC349 – BUSINESS STRATEGIES FOR THE INTERNET\*

*Offered at: (B, study tour, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B, X), trimester 3 (study tour to Chile)*

*EFTSL value: 0.125*

*Unit chair: CY Lee*

*Prerequisite: One unit at level 2 plus one of MSC120 or SIT101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Trimester 3 Study Tour will take place in Chile.*

*Note: \* To be recoded 'MIS312 eBusiness Strategies' from Trimester 1 2013*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the important themes and contemporary issues in eBusiness strategies. It places special emphasis on helping students develop practical skills in formulating, implementing and analysing eBusiness strategies in a real life business context. In exploring contemporary issues in eBusiness strategies, the unit explores how modern organisations are leveraging social networks, blogs, virtual worlds, mobile computing and various Web 2.0 technologies for next generation eBusiness. In addition, the unit provides deep insight into how organisations generate, capture and share business values from eBusiness.

### ASSESSMENT

On and off campus:

Written Assignment (Analytical Essay/Work-based Report) (Group 3-6 Students) 2500-3000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

Study Tour:

Written Assignment 1 (session reviews) 1000 words 20%, Written Assignment 2 (journal) 2000 words 30%, Written Assignment 3 (group/5 students) 5000 words 50%

Hurdle requirement: obtain 50% of the marks available in each of the three assessment tasks.

## MSC350 – INFORMATION SECURITY AND RISK MANAGEMENT

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G Pye*

*Prerequisite: One unit at level 2 plus one of MSC120 or SIT101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In a highly connected global business environment, businesses face significant information security risks including viruses, phishing, hacking, spam and electronic fraud. Companies must manage a wide range of information security risks using formal approaches to IT governance, risk identification, risk assessment, risk management and contingency planning. This unit aims to develop an understanding of corporate information security risks and different approaches to their management. The unit will develop student skills and knowledge in the assessment and management of information security risks for businesses operating in a global highly connected business setting.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MSC388 – STRATEGIC SUPPLY CHAIN MANAGEMENT\*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1 ( B, X)*

*EFTSL value: 0.125*

*Unit chair: C Parker*

*Prerequisite: Any level 2 unit plus one of either MSC120 or SIT101*

*Corequisite: Nil*

*Incompatible with: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

Note: \* To be recoded 'MIS313 Strategic Supply Chain Management' from Trimester 1 2013

Online teaching methods require internet access. Please refer to the most current computer specifications

### CONTENT

The growing global economy has redefined the dynamics of competition for modern organisations, with product life-cycles shortening and worldwide commercial competition increasing. Successful Competition today depends on organisations adopting effective supply chain management (SCM) strategies such as global supply networks. This unit provides students with an understanding of how to develop world class supply chains and operations through effective logistics management and collaborative initiatives. It also covers future challenges and opportunities such as environmental sustainability and corporate social responsibility in the supply chain.

### ASSESSMENT

Assignment 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MSC401 – RESEARCH REPORT 1

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: L Nguyen  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit requires students to make significant progress towards developing their research programs and designing their research. Students work with their individual supervisors to identify and refine their research topic.

### ASSESSMENT

Satisfactory progress towards thesis in MSC404. If satisfactory progress has been achieved students will be awarded a UP. When MSC404 is completed, the result for MSC401 will be changed to the same result as MSC404.

## MSC402 – RESEARCH REPORT 2

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: L Nguyen  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit continues investigations commenced in MSC401.

### ASSESSMENT

Satisfactory progress towards thesis in MSC404. If satisfactory progress has been achieved students will be awarded a UP. When MSC404 is completed, the result for MSC402 will be changed to the same result as MSC404.

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## MSC403 – RESEARCH REPORT 3

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: L Nguyen  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit continues investigations commenced in MSC401.

### ASSESSMENT

Satisfactory progress towards thesis in MSC404. If satisfactory progress has been achieved students will be awarded a UP. When MSC404 is completed, the result for MSC403 will be changed to the same result as MSC404.

## MSC404 – RESEARCH REPORT 4

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: L Nguyen  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit continues investigations commenced in MSC401. Completion of the unit requires the submission of an honours thesis of approximately 15 000-20 000 words.

### ASSESSMENT

Written Assignment 15 000 words 100%

## MSC411 – RESEARCH PARADIGMS AND CONTEMPORARY ISSUES IN INFORMATION SYSTEMS

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: (For Bachelor of Commerce (Honours) students only)  
Unit chair: D Coulthard  
Prerequisite: Nil  
Corequisite: Nil  
Incompatible with: Nil  
Contact hours: This unit is taught online through Deakin Studies Online (DSO) and by individual supervision and mentoring.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will provide students with advanced literature review and literature analysis. The main purpose of the review is to gain skills in the preparation of a literature review and a deeper appreciation of the IS discipline and scholastic endeavour. Students are asked to select a literature review topic that may be related to but not

on their chosen thesis topic. Reviewing and discussing contemporary theoretical and methodological developments are encouraged. Students may choose their research supervisor or another staff member to mentor this review. Students will present their review to a selected group of staff. Students will also be asked to provide a reflection on the process of researching and writing on their topic as part of their final paper and presentation.

### ASSESSMENT

Written Assignment 1 1500 words 25%, Written Assignment 2 2000 words 25%, Assignment 4000 words 50%

## MSC703 – BUSINESS DATA MANAGEMENT

Offering information: Not offered in 2012

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: J Lamp  
Prerequisite: MPC701 or MPM701 or MSC769  
Corequisite: Nil  
Incompatible with: SIT772  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour laboratory per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit examines the business context of information resource management and its activities within organisation and the implications of database systems for eBusiness. The unit also introduces database concepts, systems design and implementation; and includes the process of analysis and design of database systems and associated technical and administrative functions.

### ASSESSMENT

Assignment 1 25%, Assignment 2 25%, Examination 2 hours 50%, Hurdle requirements: achieve at least 45% of the marks available on the assignments overall and achieve at least 45% of the marks available on the examination.



## MSC705 – INFORMATION SYSTEMS ANALYSIS AND DESIGN

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Crofts*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to the discipline of systems analysis and design. Students will learn two methods of analysis and design, a structured approach and an object orientated approach, for designing business information systems. Students will also learn how to gather information from businesses, investigate solutions and undertake feasibility studies.

### ASSESSMENT

Written Assignment 1 1500 words 15%, Written Assignment 2 (Case Study) (Group/2 students) 3000 words 35%, Examination 2 hours 50%, Hurdle requirements: achieve at least 50% of the marks available on the examination.

## MSC712 – ADVANCED SYSTEMS ANALYSIS AND DESIGN

*Offering information: Not offered in 2012*

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*  
*Unit chair: S Leitch (Trimester 2)*  
*Prerequisite: Nil*  
*It is highly recommended that students have undertaken MSC705.*  
*Corequisite: Nil*  
*Incompatible with: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit aims to build on skills and competence developed in MSC705. The unit is about methods, frameworks and methodologies that can be used for Information Systems development. In the unit a range of techniques will be considered along with several contemporary methodologies which will include Rapid Application Development, Soft Systems Methodology and ETHICS. The current industry use of methodologies will be examined and evaluation paradigms will be presented to provide a framework where any methodology can be assessed for its suitability.

### ASSESSMENT

Assignment 1 25%, Assignment 2 25%, Examination 2 hours 50%, Hurdle requirements: achieve at least 50% of the marks available on the examination.

## MSC752 – EBUSINESS STRATEGIES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: B Fraunholz*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit examines the important themes and contemporary issues in eBusiness strategies. It aims to help students develop practical skills in formulating, implementing and evaluating eBusiness strategies, as well as conducting critical analysis of eBusiness models. The unit places special emphasis on understanding how organisations generate, derive and share business value from eBusiness in a real life business context. In examining contemporary issues in eBusiness, the unit explores how modern organisations are leveraging social networking, blogs, virtual worlds, mobile computing and various Web 2.0 applications for next generation eBusiness.

### ASSESSMENT

Assignment (Contribution to Online Discussion/Tutorial Activities) 10%, Written Assignment 3500-4000 words 40%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

## MSC753 – EBUSINESS AND SUPPLY CHAIN MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Brookes*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The growing global economy has redefined the dynamics of competition for modern organisations. With product lifecycles shortening and worldwide commercial competition increasing, success depends on adopting state-of-the-art, effective global supply chain management (SCM) approaches. This unit provides students with an understanding of how eBusiness technologies and applications can be used to develop world class supply chain networks. It covers the concepts and principles of SCM, the essential eBusiness technologies used to support supply chain operations and the strategies used to put in place best practice global supply chain networks.

### ASSESSMENT

Assignment (Contribution to Online Discussion/Tutorial Activities) 15%, Written Assignment 3000 words 35%, Examination 2 hours 50%, Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## MSC754 – INFORMATION SYSTEMS BUSINESS ANALYSIS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Cybulski*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit takes a high-level view of IS development where the focus is on the strategic alignment of IS and business functions in an organisation, which involves planning and discussion of business needs, as well as, negotiation and specification of solutions required by the client organisation, and agreed upon by management. Such solutions often involve development of information systems, and may also include business process improvement, organizational change, and strategy and policy development. The unit therefore covers the principles and practices of stakeholder analysis, identification of business needs, problems and opportunities, analysis, negotiation and specification of requirements for any solution that may involve technology inspired change. The unit will address critical issues in acquiring, modelling, validating and communicating requirements for large business systems. Tutorial and online exercises will allow students to develop practical hands-on skills in effective acquisition of information from client groups by brainstorming, interviewing, conducting workshops and meetings.

### ASSESSMENT

Written Assignment 1 1000 words 15%, Written Assignment 2 (Group/4 students) 2500 words 25%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

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## MSC755 – RISK MANAGEMENT FOR BUSINESS INFORMATION SYSTEMS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Lichtenstein*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Global trends in business information systems outsourcing and electronic business highlight the need for companies to understand and manage a wide variety of information systems and information technology (IT) risks including IT services risks, IT

project risks, and electronic business risks. This unit explores eight classes of risk for contemporary business information systems. Students will learn and apply key strategies and techniques for managing a wide range of information systems risk classes. The unit examines the risks within a framework of information systems governance, standards and audit.

#### ASSESSMENT

Written Assignment 5000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 50% of the marks available on each item of assessment.

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## MSC756 – PROJECT MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*  
*EFTSL value: 0.125*  
*Unit chair: J Cybulski*

*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: SIT764*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Project Management is undoubtedly one of the most important skills in management as modern organisations shift from traditional management to project based management. This unit examines project management in the exciting, dynamic, innovative, virtual, information enabled, and knowledge intensive organisational environment. Consequently, this unit emphasises skills as well as techniques that can be derived from traditional project management and explores innovations relevant for the successful management of projects. It also investigates the task of managing project knowledge which is regarded as a central skill for managing future projects. The project management methodology taught in this unit is based on the Project Management Body of Knowledge (PMBOK). Topics covered in this unit include: overviews of project management; the virtual context; planning processes; project communication; human and social aspects of project management; procurement tools; techniques and enabling technologies.

#### ASSESSMENT

Written Assignment 5000 words 40%, Examination 2 hours 60%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

## MSC767 – BUSINESS SECURITY MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Not offered in 2012.*

*EFTSL value: 0.125*  
*Unit chair: TBA*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: SCC763*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The aim of the unit is to ensure the introduction of students to the design, management and security implications of business systems. A supporting aim is to show the way security is strongly linked to an organisation's strategic direction. The unit will focus upon security from a technology aspect, from a management aspect and a policy aspect.

#### ASSESSMENT

Written Assignment 5000 words 40%, Examination 2 hours 60%

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## MSC768 – KNOWLEDGE MANAGEMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Lichtenstein*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides an understanding of the key principles and practices involved in managing individual, group and organisational knowledge in organisations. Students will gain an understanding of the key advantages and disadvantages of different knowledge strategies, processes, technologies and systems. The human aspects of knowledge

management, such as the motivation to share knowledge, will be carefully considered. Students will learn how to evaluate knowledge management in organisations and will be able to make appropriate recommendations for improvement. The unit will also address the alignment of knowledge management strategy with other important corporate strategies and processes.

#### ASSESSMENT

Assignment (Contribution to Online Discussion/Tutorial Activities) 10%, Written Assignment 3000 words 30%, Examination 2 hours 60%, Hurdle requirements: achieve at least 50% of the marks available on each item of assessment.

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## MSC769 – INFORMATION SYSTEMS INFRASTRUCTURE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: W Yeoh*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: MSC706 and SIT777*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit familiarises students with the essential infrastructure components of an information system. Topics covered include electronic communication principles; local and wide area network operation; operating systems; fundamentals of programming; database systems; and client/server computing.

#### ASSESSMENT

Assignment 50%, Examination 2 hours 50%, Hurdle requirements: achieve at least 45% of the marks available on the assignment and achieve at least 45% of the marks available on the examination.

## MSC770 – INFORMATION SYSTEMS AND GLOBAL ISSUES

*Offered at: (B, X, Tour)*  
*Credit point(s): 1*  
*Offerings: Trimester 2 (B, X) or trimester 3 (study tour to India)*

*EFTSL value: 0.125*  
*Unit chair: D Coulthard*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 1 hour lecture, 1 x 2 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores some of the key ethical, social and professional issues facing business and information systems professionals and employees in their work. The rise of global eBusiness have made significant changes in the way people, businesses and other organisations operate and new ethical, social and professional issues have emerged. More recently we have seen a rise in corporate scandals and the financial meltdown. The key aim of this unit is equip the student with the skills to identify, analyse and report on these issues. The unit will consider some of the key ethical and social issues that have arisen as a result of global eBusiness and addresses topic issues which in recent years has include: privacy and email, freedom of speech and work, whistle blowing, cyber-terrorism and 'piracy and intellectual property'.

#### ASSESSMENT

On and Off Campus:  
 Written Assignment 1 1500 words 15%, Written Assignment 2 5000 words 35%, Examination 2 hours 50%, Hurdle requirement: achieve at least 45% of the marks available on the examination.

Study Tour:  
 Written Assignment 1 (Session Reviews) 1000 words 20%, Written Assignment 2 (Journal) 2000 words 30%, Written Assignment 3 (Group/5 Students) 4000 words 50%

Hurdle requirement: Pass in all three assessment tasks.

## MSC795 – EBUSINESS PROCESSES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Scheepers*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 3 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Many organisations are streamlining their business processes through electronic channels to strengthen their performance and competitive position. With the advent of global networking, the Net-enhanced organisations and supply chains are increasingly playing an important role in the national economy as well as in international business. This unit examines a range of concepts, management challenges, and tools for the adaptation of business processes in eBusiness settings, reflecting the most recent trends in the application of information technology for business.

### ASSESSMENT

Assignment (Contribution to Online Discussion/Tutorials) 15%, Written Assignment 3000-4000 words 45%, Examination 2 hours 40%, Hurdle requirements: achieve at least 45% of the marks available for participation; achieve at least 45% of the marks available on the assignment; achieve at least 45% of the marks available on the examination.

## MSQ171 – BUSINESS DATA ANALYSIS\*

*Offered at: (B, G, W, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, X), trimester 2 (B, G, W, X)*

*EFTSL value: 0.125*  
*Unit chair: D Saundage*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: SIT191*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: \* To be recoded 'MIS171 Business Analytics' from Trimester 1 2013*  
*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers data sampling, analysis and inference, including the process of collection, presentation, and interpretation of data. An objective of the unit is to demonstrate the importance of understanding data and the crucial role of data analysis in business decision-making. Topics include exploratory data analysis, probability, random sampling, inferential statistics and regression. The emphasis of the unit is on the interpretation and application of the various statistical techniques studied. Statistical software is used extensively throughout the unit.

### ASSESSMENT

Assignment 20%, Assignment 20%, Examination 3 hours 60%, Hurdle requirements: Must pass the examination and must pass the unit overall, to achieve an overall pass grade.

From Trimester 2, 2012:  
 Assignment 20%, Assignment 20%, Examination 2 hours 60%, Hurdle requirements: achieve at least 50% of the marks available on the examination.

## MSQ791 – DATA ANALYSIS FOR MANAGERS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 or trimester 3*

*EFTSL value: 0.125*  
*Unit chair: J Mustard*  
*Prerequisite: Nil*  
*Corequisite: Nil*  
*Incompatible with: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour laboratory per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the process of data analysis including the collection, presentation, and interpretation of data. A principal objective of the unit is to demonstrate the importance of understanding data and the crucial role of data analysis in business decision-making. While it is essentially a statistics-based unit (including survey methods and questionnaire design), mathematics and arithmetic calculations are kept to a minimum. The emphasis of the unit is on the interpretation and applications of the various techniques studied. Extensive use is made of software to develop data analysis skills and to enhance the appreciation of statistical techniques in a management context. Qualitative research methods, and their role in the

overall research and design process, are also briefly covered.

### ASSESSMENT

Assignment 1 15%, Assignment 2 15%, Assignment 3 10%, Examination 3 hours 60%  
Hurdle requirements: Submit all three assignments; achieve at least 50% of the marks available on the examination.

From Trimester 2, 2012:

Assignment 1 15%, Assignment 2 15%, Assignment 3 10%, Examination 2 hours 60%  
Hurdle requirement: achieve at least 50% of the marks available on the examination.

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## SBSM010 – LABORATORY SAFETY INDUCTION PROGRAM

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## SEB121 – ENGINEERING PRACTICE

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Cavenett*  
*Prerequisite: Nil*  
*Corequisite: SEE010*  
*Incompatible with: MMM132*  
*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, off-campus students must attend a mandatory one week professional practice program on campus during the trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides the central foundation to the methodology of professional engineering upon which students will build and expand upon as they progress through the engineering course program. In this unit we actively implement a general engineering design process (Whole System Design) that incorporates sustainability objectives and is compatible with most major disciplines of professional engineering. Along the way we will not only examine the engineering design process but also the related topics of the relationship between engineering and society; effective communication skills; professional ethics; and sustainability (of the built and natural environments).

After successful completion of this unit you should have a practical understanding, experience, and demonstrated ability in team-based engineering design and a demonstrated competency in interdisciplinary foundation engineering knowledge and skills.

### ASSESSMENT

Four assignments (2 x 10%, 2 x 20%) 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the examination.

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## SEB323 – THE PROFESSIONAL ENVIRONMENT FOR ENGINEERS AND SCIENTISTS

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SEB221*  
*Unit chair: S Cavenett*  
*Prerequisite: SEB121 or (MMM132 for Commerce/ Engineering and combined courses students only)*  
*Contact hours: 2 x 1 hour lectures per week, on-campus and off-campus students attend a two-week residential on campus*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit includes: General systems theory and applications; system modelling; managing people; organisational culture; environmental legislation; sustainability of the built and natural environments; global sustainability issues; risk management and OHS; OHS legislation; and hazard management.

### ASSESSMENT

Three assignments (2 x 15%, 20%) 50%, examination 50%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the examination.

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## SEB324 – PROJECT MANAGEMENT

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Cavenett*

*Prerequisite: SEB323 and must have completed 15 credit points from 5% coded units and must have passed 8 credit points from 5% coded units in an engineering combined degree (D372, D373, D375)*

*Incompatible with: SEB322*

*Contact hours: 3 hours per week for 12 weeks (2 x 1hr lecture, 1x 1hr tutorial per week)*

*Off-campus and on-campus enrolled students are required to attend a one week professional practice program at the Geelong Waurin Ponds Campus during the trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The scope of this unit is engineering project management, i.e., knowledge skills and competencies relevant and commonly required to proficiently manage projects that typically involve or are encountered in professional engineering practice. Accordingly this unit relies extensively on two bodies of professional knowledge; the Project Management Body of Knowledge (PMBOK®) which is internationally accepted and widely used in the profession of engineering (and others) and the general professional engineering body of knowledge. The unit therefore concentrates on three main concepts: preparation and planning required for a project; the activities associated with managing the project including resource management and human management; and the evaluation of project status and completion.

There is a specific emphasis in this unit on developing knowledge, skills, and competencies required of a graduate (and professionally inexperienced) engineer as required by the profession in Australia and as typically expected by industry-based employers in Australia. Accordingly the unit not only covers the general theories and principles involved in engineering project management but also specific commonly used methods and tools used by professional engineers in engineering project management work such as Gantt Charts, Net Present Value (NPV) analysis of project options, and Microsoft® Project software.

### ASSESSMENT

Four assignments (3 x 20%, 1 x 40%) 100%

## SEB421 – FINANCIAL AND STRATEGIC ISSUES IN ENGINEERING

*Offering information: Not offered as of 2013*

*Offered at: (Online)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Cavenett*

*Prerequisite: SEB221 or SEB323*

*Incompatible with: SEB721*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of three topics: technological forecasting and innovation; fundamentals of business finance; and managing productivity. The technological forecasting and innovation topic discusses methods for forecasting, technology-based innovation and the impact of technological changes on business and society. The fundamentals of business finance topic discusses relevant basic financial concepts and principles commonly used in business. The Managing productivity topic focuses on labour productivity, productivity improvement techniques, benchmarking and the changing nature of work practices.

### ASSESSMENT

Four assignments (3 x 10%, 20%) 50%, examination 50%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the examination.

## SEB711 – DEVELOPING INNOVATION

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Cavenett*

*Prerequisite: Nil*

*Contact hours: 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers fundamentals common and necessary to successful enterprise-based innovation development. We will examine the role of technology in goal-setting and strategy development of an organisation, what entrepreneurship is and the role of the entrepreneur in developing innovation, and how to successfully manage enterprise based innovation. With a special focus on start-up entrepreneurial organisations and ventures we will also examine how innovation-seeking activities are typically funded and how the results of innovation development are measured in terms of enterprise valuation.

**ASSESSMENT**

Four assignments (25% each) 100%

**SEB712 – MANAGING INNOVATION**

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Cavenett  
Prerequisite: Nil  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the major management related aspects of enterprise-based innovation. We will examine how complex projects can be successfully managed, how to manage intellectual property associated with innovation development, how to manage commercial research and development, and how to manage enterprise-based product and service development.

**ASSESSMENT**

Four assignments (25% each) 100%

**SED102 – ENGINEERING GRAPHICS AND CAD**

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SED101  
Unit chair: A Asgari  
Prerequisite: Nil  
Incompatible with: SRC221  
Contact hours: 1 x 1 hour lecture per week, 1 x 3 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics in this unit include engineering design, sketching, planar projections and pictorial views, multi-view drawings, auxiliary and section views, Computer Aided

Design (CAD) software packages, part and assembly modelling, generating engineering drawings and applying Geometric Dimensioning and Tolerancing (GD&T) on technical drawings.

**ASSESSMENT**

Four individual assignments (25% each)

**SED202 – ENGINEERING DESIGN AND CAD**

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: B Rolfe  
Prerequisite: SED102  
Corequisite: SEE010  
Incompatible with: SRC221  
Contact hours: 2 x 1 hour lectures and 1 x 1 hour tutorial per week, 6 x 3 hour practicals per trimester. 2 x 8 hour laboratory sessions for off-campus students per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit covers the following areas: workshop safety aspects, basic fitting and machining operations, introduction to metal fabrication; an overview of bearings and the selection and specification of rolling element bearings; cams and cam profile design; spur gear geometry; tolerancing; secondary auxiliary views; intersections and development of surfaces; advanced aspects of CAD-representation of curves, representation of surfaces, wire frames, surface and solid modelling; data structures for CAD.

**ASSESSMENT**

Four assignments (15% each) 60%, two team projects (15%, 25%) 40%

**SED302 – COMPUTER AIDED ENGINEERING**

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: B Rolfe*



*Prerequisite: SED102, SEM223*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week (CAD lab), 2 x 3 hour practicals per trimester (CAD lab). 2 x 3 hour laboratory sessions for off-campus students per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include the role of CAE in the product development (target setting, optimisation, performance analysis, manufacturing analysis); computer aided design (solid modelling, data management and transfer, CAD modelling for CAE); finite element analysis (basic principles and applications, building models, boundary conditions, solvers, interpreting results); multi-body dynamics; computational fluid dynamics.

### ASSESSMENT

Two assignments (20% each) 40%, online quiz 10%, CAE project 50%. To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% and at least 50% in CAE project assignment.

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## SED402 – ADVANCED DESIGN METHODOLOGIES

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Asgari*

*Prerequisite: SED302*

*Contact hours: 1 x 1 hour lecture and 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit has three modules: Design for Assembly – introduces the concept of designing products for ease of manufacture and assembly. Design for Disassembly – discusses reusability and recyclability and encourages a cradle to grave mentality when assessing the financial and environmental impact of products and processes. Failure Modes and Effects Analysis – techniques are used extensively by designers and engineers in industry. The method and its underlying principles will be covered.

### ASSESSMENT

Two assignments (30% each) 60%, project 40%

## SEE010 – SAFETY INDUCTION PROGRAM

*Offered at: (G, X)  
Credit point(s): 0  
Offerings: Trimester 1, trimester 2, trimester 3 (X only)*

*EFTSL value: 0.000*

*Unit chair: M Joordens*

*Prerequisite: Nil*

*Contact hours: 1 compulsory 50-minute safety training session conducted at the beginning of the trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This zero credit point unit is a program of safety information for students involved in mechanical and electronics laboratory work. The program encompasses mechanical and electronic hazards, building evacuation procedures, laboratory accident management and first aid procedures and safety work procedures particular to laboratory and fieldwork.

### ASSESSMENT

Multiple choice test 100% (Minimum pass rate of 70%)

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## SEE103 – ELECTRICAL SYSTEMS

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2, trimester 3 (X only)*

*EFTSL value: 0.125*

*Previously coded as: SEE200*

*Unit chair: A Stojcevski*

*Prerequisite: SEP101 or SEP115*

*Corequisite: SEE010*

*Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week, 1 x 3 hour practical per fortnight, 1 x 8 hour laboratory session for off-campus students per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces students to the fundamentals of electrical systems. The unit begins by introducing the concepts of electric charge, electric fields and electric potential. Capacitance, resistance, inductance and EMF are then covered. This is followed by a study of alternating current and resistor-capacitor, resistor-inductor, resistor-inductor-capacitor circuits. The unit then has a focus on circuit analysis using voltage dividers, KCL and KVL, voltage and current sources, Thevenin's theorem. Semiconductor devices are then

introduced and the characteristics and application of diodes, rectifiers, bipolar-junction transistors and op-amps are considered.

#### ASSESSMENT

Examination 60%, two practical reports (10% each) 20%, two problem-solving assignments (2 x 10%) 20%

## SEE202 – DIGITAL ELECTRONICS

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 3 (X only)*

*EFTSL value: 0.125*

*Previously coded as: SEE302*

*Unit chair: B Horan*

*Prerequisite: SEE103*

*Corequisite: SEE010*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week and 2 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces topics in the theory and applications of combinatorial and sequential logic circuits and systems. These will include standard SSI and MSI devices from flip-flops, counters and registers to memory devices. Electronic systems that can be built from these components such as state machines and arithmetic units will also be covered. The unit studies how all these digital devices can be described in a HDL so that digital circuits can be devised and simulated in the computer and then placed into a single, reprogrammable device.

#### ASSESSMENT

Examination 60%, two problem-solving assignments (10% each) 20%, two laboratory exercises (10% each) 20%

## SEE205 – ANALOGUE ELECTRONICS

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SEE305*

*Unit chair: H Trinh*

*Prerequisite: SEE103*

*Corequisite: SEE010*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, 1 x 3 hour practical for on-campus students in weeks 4, 7, 9, 11, 1 x 8 hour laboratory session for off-campus students per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will investigate the operation and applications of amplifiers and related devices. It will cover small-signal amplifiers based on bipolar-junction transistors and field-effect transistors. Then large-signal amplifiers, feedback, and frequency response of amplifiers will be studied. The unit will also discuss practical op amps and applications, comparators, timers, oscillators, thyristors, opto-electronic devices, filters, voltage regulators and power supplies.

#### ASSESSMENT

Examination 50%, laboratory exercises 20%, three assignments (10% each) 30%

## SEE206 – ELECTRONIC MEASUREMENT AND INTERFACING

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SEE220*

*Unit chair: A Kouzani*

*Prerequisite: SEE103*

*Corequisite: SEE010*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, 3 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will introduce the concepts of a measurement system and consider the experimental errors in physical measurements. The principles of basic electronic instrumentation such as meters, bridges, potentiometers, oscilloscopes and signal generators will be discussed. The underlying principles of a range of sensors and transducers will be examined as well as their application to the measurement of force, pressure, displacement, velocity, acceleration, temperature, fluid flow and electromagnetic radiation. The requirements for interfacing several common sensors and actuators will be examined in theory and in laboratory sessions.

**ASSESSMENT**

Examination 50%, two assignments (15% each) 30%, three practical exercises 20%

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SEE207 – POWER ENGINEERING DESIGN

*Offering information: Not offered until 2013*

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: S Khoo*

*Prerequisite: SEE103*

*Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The areas covered in this unit will include: Basic concepts used in power system analysis, i.e.: complex power, power factor, three-phase circuits, balanced three-phase power, per-unit system. Transformer theories that include working principle of power transformer, equivalent circuit, performance, autotransformers, three-phase transformer connections. Electrical generation system like synchronous generators, power factor control, and induction generators. Introduction to power electronics that includes power semiconductor diodes, rectifiers, power transistors, thyristor, switching of power electrical circuits, AC-DC, DC-AC, and DC-DC conversions.

**ASSESSMENT**

Assignment 20%, practical report 20%, final examination 60%

**CONTENT**

This unit studies the various power generation systems at our disposal today. These include Solar, wind, waves, tides, hydro, geo-thermal, bio fuel, coal, gas, nuclear and fuel cells.

An overview of the different power systems is given and then one system is chosen and a small power supply is developed based on the chosen system.

**ASSESSMENT**

Progress report 25%, project demonstration 45%, final report 30%

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## SEE209 – PHOTONICS

*Offering information: Not offered in 2013*

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: TBA*

*Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

While this unit looks at the transmission of information with light, it also looks at the newer field of replacing electronic control circuits with light circuits. This includes detection, sensing, switching and signal processing of light.

**ASSESSMENT**

TBA

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## SEE208 – MODERN POWER GENERATION SYSTEMS DESIGN

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Stojcevski*

*Prerequisite: SEE103*

*Contact hours: 3 hours per week*

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## SEE215 – MICROPROCESSOR PRINCIPLES

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SEE315*

*Unit chair: A Kouzani*

*Prerequisite: Nil*

Corequisite: SEE010, SEE202

Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces the basic concepts involved in the operation of a microprocessor and a microprocessor system. Some examples of 8-bit microprocessors will be discussed. One specific microprocessor will be used and studied in detail in respect of software programming and hardware system design. Basic interrupt concepts, interfacing to memory and external devices and some simple applications will be discussed.

### ASSESSMENT

Examination 60%, three assignments (10%, 2 x 15%) 40%

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## SEE306 – VLSI DESIGN

Offering information: Not offered as of 2012

Offered at: (G,X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Kouzani  
Prerequisite: SEE202 and SEE205  
Contact hours: 1 x 2 hour lecture per week, 4 x 2 hour tutorials per trimester, 7 x 2 hour practical per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit covers the basic principles of CMOS VLSI design. Topics addressed in this unit include: CMOS processing technology; circuit characterisation and performance estimation; CMOS circuit and logic design; computer-aided design techniques; and structured design strategies.

### ASSESSMENT

Examination 60%, assignment 10%, practical exercises 30%

## SEE307 – ELECTRONIC SYSTEMS AND SIGNALS

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SEE404  
Unit chair: P Pathirana  
Prerequisite: SIT294  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, 1 x 2 hour laboratory session per fortnight and 1 x 8 hour laboratory session for off-campus students per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics studied in this unit include: properties of continuous signals and systems, linear time invariant (LTI) systems and convolution, differential and state equations and frequency response of LTI systems, periodic signals and Fourier series, the Fourier transform and the Laplace transform, transfer functions, the design of analogue filters and the use of MATLAB and its toolboxes in analysis and design of continuous systems.

### ASSESSMENT

Examination 60%, two assignments (10% each) 20%, laboratory report 20%

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## SEE308 – ELECTRICAL MACHINES

Offering information: Not offered until 2014

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: TBA  
Contact hours: TBA

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit is a continuation of the Electro-magnetics and Machines studied in SEE321, Electromechanical systems, AC and DC motors, transformers and power factors and control.

**ASSESSMENT**

TBA

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**SEE312 – ELECTRONIC DATA COMMUNICATIONS**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Stojcevski*  
*Prerequisite: SEE202 and SIT172*

*Incompatible with: SIT202*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides a grounding in the basic principles of data communications and computer networking. The fundamental importance concerning the technology and architecture of this field, as well as the state-of-the-art technology, will be examined in-depth. The unit will address the OSI network model with an emphasis on layers one through four, computer communications architecture, data encoding, error detection and correction, medium access control, local and wide area networks, bridging and routing, congestion control, node-to-node communications and end-to-end protocols. Introduction to emerging high-speed technologies, such as ATM and TCP/IP suite of protocols that are used on the Internet will also be studied.

**ASSESSMENT**

Examination 60%, 2 quizzes (10% each) 20%, laboratory report 20%

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**SEE317 – RF ELECTRONICS**

*Offering information: Not offered as of 2013*

*Offered at: (X)*  
*Offerings: Trimester 2*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: A Kouzani*  
*Prerequisite: SEE205*  
*Contact hours: Please refer to the Unit Guide for details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit includes transmission line theory, the Smith chart, single and multi-port networks and scattering parameters, RF component modelling, matching and biasing networks, RF transistor amplifier design.

**ASSESSMENT**

Assignments 20%, practical 20%, examination 60%

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**SEE320 – MICROCONTROLLER SYSTEM DESIGN**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: B Horan*  
*Prerequisite: SEE215*  
*Incompatible with: SEE316*  
*Contact hours: 2 x 1 hour lectures (weeks 1-6), 1 x 1 hour tutorial per week (weeks 1-6), 1 x 3 hour practical per week (weeks 7-12)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces the student to the design of a micro controller based system, which will interface with external devices. Topics to be addressed include: specification, hardware and software design, interfacing via I/O to external devices, peripherals, project construction, testing and documentation. The choice of micro controllers is reviewed but the unit will be taught using the AVR ATmega128 micro controller using the C programming language. Students may however use a micro controller and programming language of their own choice to complete the required tasks.

**ASSESSMENT**

Three assignments (25%, 30%, 45%) 100%. To be eligible to obtain a pass in this unit students must achieve at least 50% in the project demonstration and construction (assignment 3, this includes an oral component that must be passed).

## SEE321 – ELECTRO-MECHANICAL SYSTEMS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SEE322, SEM331, SEM432  
Unit chair: P Pathirana

Prerequisite: SEE103 and SEP101 or SEP115 and SIT194  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorials per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit will include: circuit theory, operational amplifiers for analogue signal processing and power amplifiers; programmable logic controllers (PLCs) and ladder logic; sensors-position, velocity, encoders, optical pneumatic and hydraulic systems, mechanical actuation; motors-DC, stepper, motor control and computer interface.

### ASSESSMENT

Examination 60%, two assignments 30%, PLC practical/simulation 10%

## SEE325 – ROBOTICS AND APPLICATIONS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SEM440  
Unit chair: S Nahavandi  
Prerequisite: SEE103 (Completion of 16 credit points before enrolment in this unit is recommended)  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week, 1 x 3 hour practical per trimester, 1 x 3 hour laboratory session for off-campus students per trimester (Note: For safety reasons, only 2 students per session)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics addressed in this unit include: An introduction to robot technology and reasons for using industrial robots, robot classification by control method,

robot drive power, features of Industrial robots, the importance of the various methods of work piece gripping, design and selection of the correct end effector type, actuators in robots, pneumatic cylinders and their principal operations, hydraulic actuators and hydraulic circuits, robot manipulator anatomies, robot coordinate system and transformation, Euler angles and their use in robots, kinematics and dynamics problems in robots, operational principles of manual lead-through and off-line programming, development of robot programming languages, programming industrial robots, importance of the physical characteristics of robots, positioning accuracy and repeatability in robots, performance specifications of industrial robots, robot safety and safety standards, safeguarding, robot applications for several industrial applications such as press loading / unloading, machine tool loading / unloading, spot welding, arc welding, spray painting, assembly, finishing etc.

### ASSESSMENT

Assignment 1 (survey article) 20%, assignment 2 (technical oral presentation) 10%, assignment 3 (robotics lab) 10%, examination 60%

## SEE326 – ARTIFICIAL INTELLIGENCE FOR AUTONOMOUS SYSTEMS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: M Joordens  
Prerequisite: SIT172  
Incompatible with: SEE435  
Contact hours: 1 x 2 hour lecture (weeks 1-6), 1 x 1 hour tutorial (weeks 1-6), 1 x 3 hour practical (weeks 7-11)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces the fundamentals behind Artificial Intelligence (AI) and the different AI applications. It examines the various AI methods including: "A\*" and other path finding systems, flocking, pattern, fuzzy logic, rule-base, probability, Bayesian techniques, neural networks and genetic algorithms.

### ASSESSMENT

Three assignments (20%, 30%, 50%) 100%. To be eligible to obtain a pass in this unit students must achieve at least 50% in the project demonstration and construction (assignment 3, this includes an oral component that must be passed).

## SEE402 – DIGITAL SIGNAL PROCESSING

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: Sui Yang Khoo  
Prerequisite: SEE307  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will cover the basic concepts and mathematical techniques for digital signal processing. Digital filters and their implementations and applications will be discussed. The characteristics and implementations of IIR and FIR filters will be described and analysed. Digital signal processing microprocessors will be surveyed and one will be chosen for detailed discussion. Practical applications of digital signal processing, such as speech processing, image processing and video compression, will be chosen for illustrations.

### ASSESSMENT

Examination 60%, two assignments (12% each) 24%, laboratory exercises 16%

## SEE405 – SMART GENERATION AND TRANSMISSION

Offering information: Not offered until 2015

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: TBA  
Contact hours: TBA

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit studies the methods for distributing electrical power. It includes High voltage transmission (matching, balancing, etc...) and various distribution systems including AC, DC and Smartgrid.

### ASSESSMENT

TBA

## SEE406 – ELECTRICAL SYSTEMS AND SAFETY

Offering information: Not offered until 2015

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: TBA  
Contact hours: TBA

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit studies the safety standards in use in the electrical industry, both in Australia and aboard. It also continues the PLC work begun in SEE321, Electomechanical systems, and moves into industry control systems such as SCADA.

### ASSESSMENT

TBA

## SEE412 – INDUSTRIAL DATA COMMUNICATION AND DESIGN

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: Sui Yang Khoo  
Prerequisite: SEE312 or SIT202  
Contact hours: 1 x 2 hour lecture per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics addressed in this unit include: Introduction to industrial communication, industrial network ring, manufacturing message specification (MMS), industrial programmable device networks, manufacturing automation protocol (MAP), MAP system architecture, Fieldbus technology, Classes of fieldbus devices, Profibus technology, Foundation Fieldbus technology, Lonwork system for building automation, Controller Area Network (CAN) system for automotive industry.

**ASSESSMENT**

Examination 60%, major assignment 30%, oral presentation 10%

**SEE426 – ROBOTIC SYSTEM DESIGN**

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* S Nahavandi  
*Prerequisite:* SEE325

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week, 1 x 3 hour practical per trimester and 1 x 3 hour laboratory session for off-campus students per trimester  
*(Note: For safety reasons, only 2 students per session)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics addressed in this unit include: Automated assembly systems, transfer and parts presentation, product design for automated assembly, sensory feedback in robotic systems, machine vision systems, image acquisition and image processing, the performance and suitability of different camera technologies, distinction between image processing and image analysis, conditional control of motion using sensory systems, advanced robot programming, principle of 'real time' motion control, the hierarchy of evaluation and justification, and robotics in the future.

**ASSESSMENT**

Examination 60%, assignments (journal style literature review and a technical oral presentation 30%, laboratory practical class 10%) 40%

**SEE430 – POWER ELECTRONICS**

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* Sui Yang Khoo  
*Prerequisite:* SEE103 and SIT294

*Contact hours:* 1 x 2 hour lecture (weeks 1-12), 1 x 1 hour tutorial per week (weeks 2-9), 1 x 3 hour practical (weeks 10, 11 and 12), 1 x 8 hour laboratory session for off-campus students per trimester

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the basic principles of power electronics devices and drives. Topics addressed in this unit include: balanced three-phase circuits, Y-connected loads,  $\Delta$ -connected loads, power diodes, diode rectifiers, power transistors, thyristors, controlled rectifiers, switching behaviour of controlled rectifiers, DC-AC inverter circuits and their operations, boost and buck DC-DC converters, buck converter as switching power supply, DC motor drives, AC motor drives, PWM DC-DC converter drive, four quadrant converter for DC motor, and variable voltage-frequency induction motor control.

**ASSESSMENT**

Two assignments (10% each) 20%, laboratory exercises 20%, examination 60%

**SEE434 – CONTROL ENGINEERING**

*Offered at:* (G, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Previously coded as:* SEE335  
*Unit chair:* H Trinh  
*Prerequisite:* SEE321

*Contact hours:* 2 x 1 hour lectures, 1 x 1 hour tutorial per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The basic history of control theory will be discussed. System Modelling: Linear, nonlinear, time invariant, regulator and servomechanisms. Modelling system dynamics by transfer functions, block diagrams, state models. System Response: Transient response of second order systems. Steady state response, steady state errors, frequency response. Stability: simple stability tests, Routh Hurwitz, root locus, Bode and Nyquist. Methods used for design and compensation of control systems such as PID, Ziegler-Nichols tuning rules, lead and lag compensator will be examined. MATLAB software package will be used for control system design and analysis.

**ASSESSMENT**

Examination 60%, assignment 1 10%, assignment 2 15%, assignment 3 15%



## SEE701 – ADVANCED CONTROL SYSTEMS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: H Trinh  
Prerequisite: Knowledge of basic control principles  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit investigates, in-depth, the theory and design of linear finite-dimensional systems using state space description. The emphasis is on analysis and control of more complex systems, i.e. large and multivariate systems. The topics addressed in this unit are: state space representation of physical systems; controllability, observability and stability of systems; solutions of state equations and model decomposition; state feedback control and pole placement; state observers; reduced-order observers; linear functional observers and output feedback control. Applications of the above theory will be illustrated using problems from energy, robotics and aerospace and will use MATLAB software for control system design and analysis.

### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

## SEE706 – DIGITAL SIGNAL PROCESSING AND APPLICATIONS

Offering information: Not offered in 2012

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: TBA  
Contact hours: 1 x 2 hour lecture per week and 4 x 1 hour tutorials per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to provide fundamental knowledge of digital signal processing (DSP) techniques, design methods and applications to advanced electronic systems. Topics to be addressed in this unit include: Digital signal processing and DSP systems; Finite-difference equations and Z-transform; characteristics and use of FIR and IIR filters; design and implementation of FIR filters; practical DSP hardware and applications; introduction to advanced digital signal processing; signal and system estimation using training signals; blind estimation of signals mixed by instantaneous channels; blind estimation of signals mixed by convolutive channels.

### ASSESSMENT

Examination 60%, three assignments (2 x 12%, 16%) 40%

## SEE710 – INSTRUMENTATION AND PROCESS CONTROL

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: Sui Yang Khoo  
Prerequisite: Nil  
Contact hours: 2 x 1 hour lectures per week, 1 x 1 hour tutorial per week, 3 x 3 hour practicals per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics covered will include sensors and transducers, their application to force, pressure, displacement, and temperature measurements. Process and instrumentation diagrams, process characteristics, examples of control loops, feedback and feed-forward control, dynamic behaviour of low-order, higher-order systems and time-delay systems, modelling of industrial processes including least square methods and Kalman filter for estimations, implementation of control algorithms, discrete time control, discrete finite-time control (dead-beat control), fundamental concept of robust control theory, and robust sliding mode control for high-order uncertain nonlinear industrial systems.

### ASSESSMENT

Two assignments (25% each), research project 50%

## SEE711 – SENSOR NETWORKS

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Stojcevski  
Prerequisite: Nil  
Contact hours: 1 x 1 hour lecture per week, 4 x 3 hour practical sessions per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit explores the recent advances in the area of wireless networking for sensory devices. There have been developments in both sensing and wireless networking at a remarkable rate in the past few years. Modern day requirements have fuelled the amalgamation of these traditionally separate technologies and resulted widespread commercial and research interest in the subsequent, rapidly emerging area of wireless sensor networks. This unit will look at the underlying issues related to implementations in the combined area such as localization and network design. Commercially available systems will be introduced and the overall unit will be presented in a cohesive and application oriented manner.

### ASSESSMENT

Two laboratory reports (20% each) 40%, examination 60%

## SEE712 – EMBEDDED SYSTEMS

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: A Kouzani  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture per week, 4 x 2 hour tutorial per trimester, 7 x 2 hour practical per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to the principles and practices of embedded systems design using advanced programmable logic devices, controllers and CAD tools. Topics include embedded design approaches, programmable logic devices and controllers, design

tools, hardware description language, component realisation, and test.

### ASSESSMENT

Assignment 10%, laboratory project 1 20%, laboratory project 2 40%, oral presentation 30%

## SEE714 – HAPTICS IN PRODUCT DESIGN

Offering information: Not offered as of 2012

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2  
EFTSL value: 0.125

Unit chair: A Bhatti  
Contact hours: 1 x 2 hour lectures (weeks 1-5), 1 x 1 hour tutorial (weeks 2-5), 1 x 2 hour practicals (as of week 6)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit investigates the theoretical and practical concepts of haptics and its applications towards product design. Topics that are covered include:

- The design and understanding of haptics base virtual reality system;
- Functional aspects and parameters involved in the force acquisition;
- Issues involved in the virtual reality and graphics system design within the context of haptics environment;
- Proxy force acquisition to define haptics enabled graphical shapes;
- Understanding, estimation and programming.

### ASSESSMENT

Two assignments (30%, 40%) 70%, oral presentation 30%

## SEE715 – INTELLIGENT SYSTEMS

Offering information: Not offered in 2012

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: D Creighton

Prerequisite: Nil

Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include:

- Introduction to modelling and optimisation including approximation and search techniques
- Introduction to intelligent systems and soft computing
- Fundamentals of fuzzy logic and fuzzy control
- Fundamentals of neural networks including major classes of neural networks
- Dynamic neural networks
- Neuro-fuzzy systems
- Evolutionary computing
- Soft computing in product design
- Case studies

### ASSESSMENT

3 x assignments (written project proposal combined with oral presentation 25%, oral presentation to defend the final project design and findings 25%, written report on the final project design and findings 50%)

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## SEJ344 – TECHNOLOGY PROJECT

Offering information: Not offered until 2015 and subject to approval

Offered at: (G)

Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: P Collins

Prerequisite: Must have completed 12 credit points of study

Contact hours: TBA

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit consists of an individual project of suitable standard to enable students to develop skills in experimental research and/or the application of engineering design principles.

### ASSESSMENT

Project proposal (including planning and safety documentation) 20%, oral presentation 20%, final year project 60%. To be eligible to obtain a pass in this unit

students must achieve a minimum of 50% in the final year project report.

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## SEJ441 – ENGINEERING PROJECT 1

Offered at: (G, X)

Credit point(s): 1

Offerings: Trimester 1

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in Bachelor of Engineering and associated combined degrees.

Unit chair: F Will

Prerequisite: SEJ343 or SEB322 plus the completion of 19 credit points of 5% coded units

Incompatible with: SEJ443

Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit consists of the first part of an individual project of suitable standard and length to enable students to develop skills in experimental research and/or the application and synthesis of engineering design principles to a project schedule.

### ASSESSMENT

Project proposal 20%, project report 60%, poster 20%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in project report.

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## SEJ442 – ENGINEERING PROJECT 2

Offered at: (G, X)

Credit point(s): 1

Offerings: Trimester 2

EFTSL value: 0.125

Cohort rule: Only available to students enrolled in Bachelor of Engineering and associated combined degrees.

Unit chair: F Will

Prerequisite: SEJ441

Incompatible with: SEJ443

Contact hours: On- and off-campus students attend a two-week residential on campus

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit consists of the final part of an individual project of suitable standard and length to enable students to develop skills in experimental research and/or the application and synthesis of engineering design principles to a project schedule.

### ASSESSMENT

Oral presentation 25%\*, professional practice program report 15%\*\*, final year project report 60%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 50% in the professional practice program report and at least 50% in the final year project report.

\* *The oral presentation is scheduled to take place within the two week professional practice program.*

\*\* *Full participation in the two week professional practice program is essential for the preparation of the professional practice program report.*

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## SEJ446 – ENGINEERING PROJECT B

*Offering information: Not offered until 2013*

*Offered at: (G, X)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Unit chair: G Littlefair  
Prerequisite: SEJ441  
Corequisite: Must be enrolled in S367, D372, D373 or D375  
Incompatible with: SEJ442*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is a capstone project for students immediately prior to them leaving for their chosen career. It encompasses a number of skills gained during the course of study and is a reflection of what they can anticipate when entering employment as a graduate engineer. Projects will have a research element to them although some may not necessarily be research based but rather industry specific. The learning style is predominantly student-led with direction from a supervisor through face-to-face or on-line meetings.

It is anticipated that an artefact will be produced as part of the project process. This may be a virtual prototype of a product or a process but will be necessary in-order students can test and evaluate their chosen design direction. A design based approach including the generation of a product design specification is an integral element of the unit. The final thesis will be a scholarly piece of work documenting the major findings of the research project and reflecting on the progress and outcomes against some pre-agreed deliverables.

### ASSESSMENT

Oral poster presentation 20%, final year project report 60%, supervisors mark including logbook 20%

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## SEK101 – INTRODUCTION TO NANOTECHNOLOGY

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Magniez  
Prerequisite: Nil  
Corequisite: Nil  
Contact hours: 2 x 1 hour lecture per week, 1 x 1 hour tutorial per week, practical classes (week 4, 8 and 11)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces the key areas of nanotechnology and has a focus on the applications and uses. Topics to be covered in this unit include: nanotechnology and nanoscience; biomimetics: the abstraction of good design from nature; nanomaterials and nanofabrication: introduction to top-down and bottom-up manufacturing, molecular self-assembly; nanoelectronics, optoelectronics and information and communication technology (ICT); quantum effects; environmental nanotechnology: membranes and filtration, fuel cells, safety and handling of nanoparticles; bio-nanotechnology and nanomedicine: drug delivery, sensors; nanometrology: analysis and characterisation of materials; quantum effects.

### ASSESSMENT

Three assignments (2 x 17%, 16%) 50%, final examination 50%

## SEK203 – NANO ELECTRONICS

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: T Suzuki  
Prerequisite: SEK101  
Corequisite: SEE010  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The topics covered in this unit include:

1. micro and nano electromechanical systems (MEMS and NEMS), their operation principles, design, manufacturing methods and applications;
2. nanofabrication,
3. lab-on-a-chip devices,
4. semiconductor nanoelectronic and quantum mechanics.

### ASSESSMENT

Two assignments (10% each) 20%, oral presentation 20%, examination 60%

## SEK211 – NANOMATERIALS

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: K Magniez  
Prerequisite: SEK101  
Corequisite: SEE010  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will consist of three modules as follows:

1. One dimensional nanomaterials – films, layers, nanoscale surface interactions.
2. Two dimensional nanomaterials – carbon and inorganic nanotubes, nanowires, nanofibres.
3. Three dimensional nanomaterials – nanoparticles, fullerenes, dendrimers, quantum dots. Each module will focus on fabrication techniques, structure property relationships and applications.

### ASSESSMENT

Oral presentation 20%, two laboratory sessions (10% each) 20%, examination 60%

## SEK212 – NANOMETROLOGY

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2  
EFTSL value: 0.125  
Unit chair: Y Li  
Prerequisite: Nil  
Corequisite: SEE010  
Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week, 2 x 3 hour practicals per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In addition to developing an understanding of how the following techniques work, this unit will develop the skills necessary to use the latest analytical techniques. Topics to be covered in this unit include: electron beam techniques – scanning tunneling microscopy (STM), atomic force microscopy (AFM); optical tweezers (single beam gradient trap); spectroscopic techniques – solid state nuclear magnetic resonance spectroscopy (NMR), Fourier transform infrared spectroscopy (FTIR), time-of-flight secondary ion mass spectrometer (TOFSIMS); X-ray techniques – X-ray diffraction (XRD), X-ray photoelectron spectroscopy (XPS), small and wide angle scattering (SAXS and WAXS); synchrotron radiation and characterisation of materials.

### ASSESSMENT

Two laboratory sessions (10% each) 20%, two assignments (15% each) 30%, examination 50%

## SEK301 – NANOTECHNOLOGY AND THE ENVIRONMENT

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Magniez  
Prerequisite: SEK101  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be covered in this unit include: Environmental application and implication of nanotechnology – overview; Toxicology and biological interactions of nano-materials; Nanoparticle geochemistry in water and air environment; Health risk assessment and ethical consideration; Nanotechnology based sensors and sensor systems for biological and chemical parameters of environmental interest; Waste treatment/remediation using nanotechnology; Nano-catalysts for environmental technology; Environmentally sustainable nano-manufacturing; Nanotech-enabled green energy and power sources.

### ASSESSMENT

Three assignments 40%, laboratory sessions 20%, examination 40%

## SEK302 – NANOMEDICINE

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Kanwar  
Prerequisite: Nil  
Contact hours: 2 x 1 hour lectures and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be covered in this unit include: drug design – interactions of drugs with enzymes and cell wall receptors; drug and gene delivery; medical imaging; bio-sensors; implants and prosthetics – bio-compatibility, wear resistance; tissue engineering: use of scaffolding to grow tissue.

### ASSESSMENT

Class test 20%, assignment 15%, oral presentation 15%, examination 50%

## SEK320 – NANOBIO TECHNOLOGY

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Kanwar  
Prerequisite: One of SBB212, SLE212  
Incompatible with: SBB320  
Contact hours: 2 x 1 hour lecture per week, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers topics including: molecular replication of nucleic acids and proteins by bio-nanomachines; molecular assembly of complex multi-functional systems with emphasis on nucleic acid and protein recognition properties; molecular detection via multiplex tagging and flow systems, reconfigurable arrays, label less tools (nanocapacitors, nanopores and nanochannels, nanomechanics) and bacterial surface and phage display protocols, and their application to biosensing technology; nanodiagnosis of variations in nucleic acid and protein sequences for medical and industrial applications; engineering of molecular biomimetic peptides capable of binding to selected inorganic compounds for assembly of hybrid materials for application in bio- and nanotechnology.

### ASSESSMENT

Class test 20%, examination 50%, assignment 15%, oral presentation 15%

## SEM111 – ENGINEERING MATERIALS 1

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2, trimester 3 (X only)

EFTSL value: 0.125  
Unit chair: J Long  
Prerequisite: VCE Mathematical Methods 3 and 4 or equivalent  
Corequisite: SEE010  
Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week, plus 1 x 3 hour practical per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes the following topics: the basic structure of solids; crystal structures; testing, properties and applications of materials; introduction to materials selection; overview of metals, ceramics, polymers, composites.

### ASSESSMENT

Examination 60%, one problem-based assignment 20%, two practical exercises (10% each) 20%

## SEM212 – MATERIALS 2

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: T Hilditch  
Prerequisite: SEM111 and SIT194 or SIT196  
Corequisite: SEE010  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, 3 x 3 hour practical classes per trimester. 1 x 8 hour laboratory session for off-campus students per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will cover how materials fail and how we can control the microstructure to avoid failure. Topics will address failure types (dislocation movement, creep, corrosion, fatigue and fracture) and how microstructures form (diffusion and phase transformations).

### ASSESSMENT

Examination 60%, two assignments (2 x 10%) 20%, laboratory work 20%

## SEM218 – MECHANICS OF FLUIDS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SEM319  
Unit chair: J Jegatheesan  
Prerequisite: SIT196 or SIT194 and SEP101 or SEP115  
Corequisite: SEE010  
Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week and 3 x 1.5 hour practical classes per trimester. 1 x 5 hour laboratory session for off-campus students per trimester.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit covers the following areas: properties of fluid and fluid statics – basic properties of fluids, concept of ideal and real fluids, basic equations of fluid statics, hydrostatic forces, buoyancy and relative equilibrium; fluid flow concepts and basic equations-methods of describing fluid motion, concept of a control volume, basic equations of continuity, energy and momentum, Euler's equation, Bernoulli equation; dimensional analysis – Buckingham Pi theorem, dimensional and physical similarity; incompressible viscous flow, Hagen-Poiseuille equation, turbulent flow, Reynolds number, Froude number and mixing length hypothesis; steady flow through pipes – Darcy-Weisbach equation, head loss in friction, Moody's diagram, alternative methods to evaluate friction losses in pipes and channels, entry and exit losses, losses in bends and fittings; parallel and branch flow systems; introduction to rorodynamic machines, centrifugal pump performance.

### ASSESSMENT

Examination 60%, three assignments 30%, laboratory work 10%

## SEM222 – STRESS ANALYSIS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Kaynak  
Prerequisite: SEM223  
Incompatible with: SEM322

Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week, 2 x 3 hour practical sessions per trimester. 2 x 3 hour laboratory sessions for off-campus students per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: review of statics, internal loadings, stress and strain, mechanical properties of materials, axial loading, multi-axial loading, pure bending, unsymmetrical bending, bending of composite beams, elastoplastic bending, elastic torsion, elastoplastic torsion, shear stresses in beams, shear flow, shear center and combined loadings.

### ASSESSMENT

Assignment 20%, practical report (2 x 10% each) 20%, examination 60%

## SEM223 – ENGINEERING MECHANICS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SEM224  
Unit chair: A Kaynak  
Prerequisite: One of SIT199, SIT194, SIT196 or SIT190 and one of SEP101 or SEP115  
Corequisite: SEE010  
Contact hours: 3 x 1 hour lectures, 1 x 1 hour tutorial per week and 2 x 3 hour practical classes per trimester. 2 x 6 hour laboratory sessions for off-campus students per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: Statics – Introductory concepts, forces and force vectors, force system resultants, equilibrium, structural analysis, geometric properties and distributed loads; Dynamics – kinematics of a particle, kinetics of a particle – force and acceleration, kinetics of a particle – work and energy, kinetics of a particle – impulse and momentum.

### ASSESSMENT

Examination 60%, online assignment 20%, two laboratory reports (10% each) 20%

## SEM313 – MANUFACTURING TECHNOLOGY

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: T Hilditch  
Prerequisite: Must have completed 12 credit points of study  
Contact hours: 1x2 hour lecture, 1x1 hour tutorial

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

1. Principles of safety in the workplace & plant hazard identification and management, safety procedures.
2. Metal cutting – machine tools, turning, milling, grinding, EDM.
3. CNC machine tools, CAM, DNC, CIM.
4. Casting – basic processes, sand, shell, die, and centrifugal.
5. Metal working – hot & cold working, rolling, forging, and presswork.
6. Extrusion – forward, reverse and impact.
7. Fabrication – welding, cutting, soldering and adhesive joining.
8. Surface finishing – painting, polishing and plating.
9. Ceramics – pottery forming, glass shaping.
10. Plastics processing – blending, compounding, moulding (compression, transfer, injection, blow, and rotational), extrusion, sheet forming and plastic composites.

### ASSESSMENT

Examination 60%, 2 x case studies (20% each)



## SEM314 – PRINCIPLES OF THERMODYNAMICS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125

Unit chair: S Das

Prerequisite: SEP101 or SEP115 and SEM218

Contact hours: 1 x 2 hour lecture, 1 x 1 hour lecture, 1 x 1 hour tutorial per week, 2 x 2 hour practicals per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: Introduction and definitions – general terminology, reversibility and reversible Work; the first law of thermodynamics – conservation of energy, non-flow energy equation and steady flow energy equation; the working fluids – P-V diagram for steam and use of steam tables, gas characteristic equation, Joule's Law, specific heat capacity, relationship of R, Cp and Cv.; reversible and irreversible processes – reversible non-flow process (e.g. constant pressure, constant volume, isothermal, adiabatic and polytropic); irreversible processes, reversible flow processes and non-steady flow processes; the second law of thermodynamics – statements of the 2nd law, entropy, T-S diagram, reversible processes on a T-S diagram, entropy and irreversibility; the heat engine cycles – the heat engine cycle (Carnot cycle and constant pressure cycle), air standard cycles (otto and dual combustion cycle) and mean effective pressure; steam power cycles – the Rankine cycle, thermal efficiency of the steam power plant, modified Rankine cycle, reheat and regenerative cycles.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

## SEM327 – DYNAMICS OF MACHINES

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Previously coded as: SEM318

Unit chair: P Collins

Prerequisite: SEM224 or SEM223

Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week, 2 x 3 hour practicals per trimester (CAD lab). 2 x 3 hour laboratory sessions for off-campus students per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit addresses the following topics: dynamics of machines – kinematics analysis of planar mechanisms, dynamics analysis of planar mechanisms, balancing of rotating machinery; mechanical power transmission systems – gear trains, friction clutches and belt drives; vibrations – lumped parameter models and equivalent systems, free vibration spring-mass model, damped vibration, forced vibration, vibration of multi-degree-of-freedom systems.

### ASSESSMENT

Two assignments (15% each) 30%, online quiz 10%, examination 60%. To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% and a minimum of 50% in the examination.

## SEM329 – MATERIALS SELECTION AND PERFORMANCE

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125

Unit chair: J Long

Prerequisite: SEM212, SEM223

Incompatible with: SEM413

Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include materials selection, manufacturing process selection and materials performance issues related to product and manufacturing design.

### ASSESSMENT

Examination 60%, two assignments (10% each) 20%, case study 20%

## SEM405 – HEAT TRANSFER

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Das  
Prerequisite: SEM218 and SEM314  
Incompatible with: SEM414  
Contact hours: 1 x 1 hour lecture, 1 x 1 hour tutorial per week, 1 x 2 hour practical per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addresses in this unit include: Introduction: general terminology, dimension and units. Steady conduction: Fourier law, overall heat transfer coefficient, thermal resistance (network). General conduction equation theoretical and numerical approaches to solve: two dimensional steady conduction problems. Unsteady conduction: lumped heat capacity method and numerical method up to two dimensions. Convection: principles of convection, empirical formula and natural convection heat exchanger: heat exchanger calculations. radiation: radiation properties; black body, view factors, radiation between black surfaces and radiation between grey surfaces.

### ASSESSMENT

One assignment 30%, Examination 60%, reflective on-line journal 10%

## SEM406 – MODELLING AND SIMULATION

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: B Rolfe  
Prerequisite: SED302, SEM422, SEM327, and SEM212*

*Contact hours: 2 x 1 hour lectures per week, 1 x 2 hour tutorial per week (CAD lab), 2 x 3 hour practicals per trimester (CAD lab). 2 x 3 hour laboratory sessions for off-campus students per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The content of this unit has two main modules which will be studied sequentially.

Module 1 is Multi-Body Dynamics (MBD). A basic introduction of practicalities of setting up a MBD problem is reviewed. This will involve reviewing the theory behind MBD systems. The student should be able to set-up a MBD simulation for a reasonable machine system at the end of this module. Compliance and other advance MBD modelling options will be discussed.

Module 2 is Finite Element Analysis (FEA). This module will progress the student's learning of FEA from SED302. This module will concentrate on: advanced element types, contact, non-linear geometry, and material non-linearity (plasticity)

### ASSESSMENT

Two projects (50% each) 100%. To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50%.

## SEM422 – ADVANCED STRESS ANALYSIS

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Das  
Prerequisite: SEM222 or SEM312 or SEM322  
Incompatible with: SEM318  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics addressed in this unit include: review of axial, shear, torsion and bending stresses; design of beams; buckling of columns; stress concentrations; transverse shear, shear flow and shear centre; combined loading; stress and strain transformation; material property relationships and theories of failure; inelastic deformation; stress analysis of hyperelastic materials.

### ASSESSMENT

2 assignments (15 each) 30%, online quiz 10%, examination 60%. To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% and a minimum of 50% in the examination.

## SEM433 – MECHATRONIC DESIGN

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Only available to students enrolled in Bachelor of Engineering (S367) or associated combined degrees (D37%)  
Unit chair: M Joordens  
Prerequisite: SEE316 or SEE320 and SEE321  
Incompatible with: SEM332  
Contact hours: 2 x 1 hour lectures (weeks 1-6), 1 x 1 hour tutorial per week (weeks 1-6), 1 x 3 hour practical per week (weeks 7-12) and 1 one-day demonstration session for off-campus students per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit integrates the knowledge gained in the electrical, electronic, microprocessor, mechanical and control units of the Bachelor of Engineering (Mechatronics) course. It covers locomotion, PCB design, power requirements, autonomous control and sensor design and application. Students are required to design and construct an autonomous robot project.

### ASSESSMENT

Three reports (20%, 2 x 15%) 50%, project demonstration 40%, project construction 10%. To be eligible to obtain a pass in this unit students must achieve at least 50% in both of the project demonstration and construction assignments (this includes an oral component that must be passed).

## SEM711 – CAE AND AUTOMOTIVE PRODUCT DEVELOPMENT

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: M Pereira  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the unit is to provide a basic introduction to CAE and its role in modern automotive product development. Topics to be addressed in this unit include: The role of CAE in product development: Target setting, optimisation, performance analysis and manufacturing analysis. Computer Aided Design (CAD): Solid modelling, data management and transfer and CAD modelling for CAE. Finite Element Analysis (FEA): Basic principles and applications, building models, boundary conditions, solvers and interpreting results. Multi-body dynamics (MBD): Basic principles and applications, building models, boundary conditions, solvers and interpreting results. Computational Fluid Dynamics (CFD): Basic principles and applications.

### ASSESSMENT

Three assignments (40%, 30%, 30%)

## SEM712 – CAE AND FINITE ELEMENT ANALYSIS

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Wang  
Prerequisite: SEM711  
Contact hours: 1 x 3 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the unit is to explore advanced analytical methods in the field of Finite Element Analysis (FEA). Topics to be addressed in this unit include: Non-linear FEA (Implicit): Non-linear procedures, material non-linearity, geometric non-linearity and boundary non-linearity (Contact). The explicit method: Explicit time integration and theoretical overview and application. Structure optimisation: Topology, size and shape, and topography.

### ASSESSMENT

Three assignments (2 x 35%, 30%) 100%. To be eligible to obtain a pass in this unit students must achieve an overall mark of at least 50% and at least 50% in assignment 3 FEA project.

## SEM713 – CAE AND COMPUTATIONAL FLUID DYNAMICS

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Kong  
Prerequisite: Nil  
Contact hours: 1 x 3 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The aim of the unit is to explore advanced analytical methods in the field of Computational Fluid Dynamics (CFD). Topics to be addressed in this unit include: Geometric modelling and grid generation: body fitted grids, Bezier curves and algebraic transformations, transfinite transformations and smoothing. Conservation equations for heat and fluid flow: Compressible flows: artificial viscosity, finite-volume formulation flux-corrected transport, and the incompressible Navier-Stokes equations. DNS, LES and turbulence modelling: averaged Navier-Stokes equations, concept of turbulent viscosity and relate closures, Reynolds stress closures, and near-wall flows and boundary layers.

### ASSESSMENT

Three assignments (2 x 30%, 40%) 100%

## SEM714 – AUTOMOTIVE DRIVE TRAIN

*Offering information: Not offered as of 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: F Will  
Incompatible with: SEM424  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit starts with an overview about engine fundamentals and various forms of heat management including the importance of frictional losses followed by mixture building, combustion processes and thermodynamics. Other topics that are covered are emission formation, emission legislation, after-treatment, intake and exhaust systems, powertrain calibration and energy management including hybrid technology. This provides the students with the background required to optimise and tune modern powertrains for maximum performance with minimum fuel consumption and emissions.

### ASSESSMENT

Assignment 40%, individual project 50%, reflective on-line journal 10%

## SEM715 – VEHICLE DYNAMICS, CHASSIS AND SUSPENSION

*Offering information: Not offered in 2012*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: F Will  
Prerequisite: Nil  
Contact hours: 2 x 1 hour lectures and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit includes the following topics: ride & handling, suspension systems, measurement techniques, CAE methods, steering systems, dynamics of motorbikes and three-wheelers, tyres, shock absorbers, tuning of suspension components, brake systems & attributes and advanced systems (active and semi active).

### ASSESSMENT

Assignment 40%, individual project 60%

## SEM721 – AUTOMOTIVE PRODUCT DEVELOPMENT

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: F Will  
Prerequisite: Nil  
Contact hours: 1 x 3 hour lecture/tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of the unit is to introduce the principles of systems engineering in the context of automotive product development. The structure and phases of product development processes will be discussed in detail. Topics to be addressed in this unit include: Automotive product development processes; developing engineering design specifications from the voice of the customer; benchmarking and target setting; concept development and selection; functional attribute trade-offs.

### ASSESSMENT

Assignment 25%, project report 50%, oral presentation 25%

## SEM722 – ADVANCED MANUFACTURING TECHNOLOGY

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: G Littlefair  
Prerequisite: Nil  
Contact hours: 2 hours of lectures per week, 3 x 3 hour practicals per trimester

Note:  
Highly recommended elective for Engineering students.  
Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit delivers to the student the modern trends, built upon well established engineering theories and principles which are generally complex and academically challenging, in advanced manufacturing with reference to such areas as machining and welding technology. The content covers application issues;

theoretical underpinning; mathematical modelling of the processes; environmental, sustainability and economic factors and is delivered, where appropriate, through case studies and research experience.

### ASSESSMENT

Two assignments (30%, 30%) major assignment (40%)

## SEM733 – MATERIALS APPLICATION FOR PRODUCT DESIGN

Offering information: Not offered as of 2012

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: T Hilditch  
Contact hours: 2 x 1 hour lectures, 1 x 3 hour practical class per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of this unit is to provide a practical guide to the use and evaluation of materials in automotive applications. The unit begins with a sound understanding of materials and component testing and builds to vehicle testing, including crash. Topics to be addressed in this unit include: Materials performance testing – mechanical testing of materials; engineering stress and strain. Component testing – design and construction of mechanical testing rigs; appropriate selection of properties to be tested; modelling component testing. Vehicle testing – crash; noise; environmental emissions.

### ASSESSMENT

Assignment 55%, project 35%, oral presentation 10%

## SEN701 – PROFESSIONAL PROJECT 1

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1, Trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: M Tan  
Prerequisite: Nil  
Incompatible with: SEN713  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit and the following unit, students will carry out their capstone Professional Practice Project relevant to their specialism using knowledge gained in previous study. Students are advised to have an approved proposal before enrolment in this unit. The unit forms the foundation for a major project or a design component allocated to, or proposed by, the student in a specialised area. The project or the design exercise entails research investigation involving a critical review and interpretation of literature on a selected topic, and provides an opportunity for the formulation of a detailed project proposal and plan. The unit requires a commitment equivalent to around one trimester's work on a part-time basis and will earn one credit point. A project supervisor will be assigned to each candidate. Once a project is started, frequent feedback to the University supervisor in the form of progress reports is essential.

### ASSESSMENT

Project proposal 40%, Project portfolio 60%

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## SEN702 – PROFESSIONAL PROJECT 2

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: M Tan*

*Prerequisite: Nil*

*Corequisite: SEN701*

*Incompatible with: SEN713*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit and SEN701, students will carry out their capstone Professional Practice Project relevant to their specialism using knowledge gained in previous study. Students are advised to have an approved proposal before enrolment in this unit. The unit forms the implementation stage of an approved project plan in a specialised area. The project entails research investigation involving an analysis and interpretation of data, or a critical review and interpretation of literature on a selected topic, and provides an opportunity for the practical application and integration of the professional background and skills studied in other units.

The unit requires a commitment equivalent to around one trimester's work on a part-time basis and will earn one credit point. Frequent feedback to the University supervisor in the form of progress reports is essential. Students will be required to submit a minor thesis or a dissertation fully documenting the work carried out. Students are also required to present their work at a seminar arranged at a suitable venue.

### ASSESSMENT

Oral presentation 40%, final report 60%

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## SEN705 – ENGINEERING PROFESSIONAL PRACTICE

*Offering information: Not offered as of 2012*

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*

*Unit chair: K Baskaran*

*Prerequisite: Must have completed at least 8 postgraduate Engineering units*

*Contact hours: 1 x 2 hours of lectures per week, 1 x 1 hour tutorial per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

- Engineering in Australia: Opportunities and options
- Australian Standards Fundamentals
- Occupational Health and Safety and risk management
- Resumes and interview processes
- Interview skills: preparation, presentation and negotiation
- Other standards, codes of practice, regulatory framework
- Time Management and team work
- Managing the organisation
- Customer service: Client and supplier management

### ASSESSMENT

Project based assignments (2 x 20% each) 40%, presentation 20%, project report 40%

## SEN719 – INDUSTRY PROJECT 1

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.250*  
*Unit chair: M Tan*  
*Prerequisite: Nil*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will be required to undertake an approved study plan related to their individual research interests. Students are advised to have an approved proposal before enrolment in this unit. This unit and SEN720 Engineering Project 2, form a major research project proposed by the student in a specialised area of engineering. The project entails research investigation involving an analysis and interpretation of data, or a critical review and interpretation of literature on a selected topic, and provides an opportunity for the practical application and integration of the professional background and skills studied in other units of the Master degree. Research project proposals must be formally approved by a University-allocated supervisor prior to commencement of work. Once a project is started, frequent feedback to the University supervisor in the form of progress reports is essential. At the completion of the research work, the student will be required to submit a minor thesis fully documenting the work carried out and present his or her work at a seminar.

### ASSESSMENT

Project proposal 40%, Project portfolio 60%

## SEN720 – INDUSTRY PROJECT 2

*Offered at: (G, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.250*  
*Unit chair: M Tan*  
*Prerequisite: Nil*  
*Corequisite: SEN719*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit forms a major research project proposed by the student in a specialised area of engineering. The project entails research investigation involving an analysis and interpretation of data, or a critical review and interpretation of literature on a selected topic, and provides an opportunity for the practical application and integration of the professional background and skills studied in other units of the Master degree. Frequent feedback to the University supervisor in the form of progress reports is essential. At the completion of the research work, the student will be required to submit a minor thesis fully documenting the work carried out and present his or her work at a seminar.

### ASSESSMENT

Oral presentation 40%, Final report 60%

## SEN740 – WATER TREATMENT PROCESSES

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Jegatheesan*  
*Prerequisite: Nil*  
*Incompatible with: SEN742 and SEN733*  
*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial/lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include: introduction to water treatment; historical development of water treatment technology; health and environmental concerns; evolution of water treatment technology; water quality – water pollutant and their sources; physical and chemical quality; characterisation of water and sampling; physical, chemical and microbiological characteristics; Australian drinking water guidelines 2004 and WHO guidelines for drinking water 2004; water treatment: conventional processes, screening and grit removal; sedimentation; coagulation and flocculation; flotation; rapid sand filtration; slow sand filtration and pressure filtration; disinfection and oxidation by-products; aeration; and softening; water treatment – advanced processes, membrane processes; micro-, nano- and ultra-filtration, reverse osmosis, electro-dialysis; absorption; ion exchange; oxidation; residual management – thickening, dewatering, resource recovery, beneficial usage.

**ASSESSMENT**

Two assignments (15% each) 30%, examination 60%, design report 10%

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## SEN741 – WASTEWATER TREATMENT PROCESSES

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K Baskaran*  
*Prerequisite: Nil*  
*Incompatible with: SEN742 and SEN733*  
*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial/lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be covered in this unit include: introduction: wastewater systems, impact of regulations on wastewater engineering, health and environmental concerns, wastewater characteristics, wastewater treatment systems, new directions and concerns wastewater constituents: physical, inorganic and organic chemical and biological characteristics, constituents of concerns, sampling wastewater flow rates and constituent loadings; analysis of wastewater flow rate data, analysis of constituents mass loading data process analysis and selection: types of reactors; mass balance analysis; flow/mixing conditions in reactors; reactions and reaction rates; process selection, reaction kinetics, fundamentals of biological treatment: objectives, definitions, role of micro-organisms, composition and classification of micro-organisms, microbial growth kinetics, biomass growth and substrate utilisation, aerobic biological treatment processes: suspended growth processes: activated sludge process and its modifications; aerated lagoons; sequencing batch reactors; aeration theory and practice; attached growth processes: trickling filter, rotating biological contactors; aerobic bio-filters, combined aerobic processes; waste stabilisation ponds; biological nutrient removal processes; membrane bio-reactors, anaerobic biological treatment processes: process selection, process microbiology, kinetics and models, types of processes; anaerobic digesters, contact processes, (USAB), anaerobic bio-filters, fluidised bed reactors bio-solids treatment, disposal, and reuse: sources, characteristics, and quantities of sludge; sludge thickening: gravity and flotation; sludge digestion and process design; sludge dewatering: vacuum filtration, centrifugation, and filter presses; incineration; reuse and disposal of sludge; small and

decentralised systems: alternative collection systems, lagoon treatment systems, wetland and aquatic treatment systems, land treatment systems, on-site systems, packaged plants.

**ASSESSMENT**

Two assignments (20% each) 40%, examination 60%

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## SEN744 – WATER SUPPLY AND WASTEWATER REMOVAL

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: K Baskaran*  
*Prerequisite: Nil*  
*Incompatible with: SEN742*  
*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial/lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be covered in this unit include:

- Water supply systems – types of water supply systems, assessment of water demand, sources of water, elements of hydrology, surface water collection, ground water collection, head works development;
- Water transmission and distribution systems: demand variations and design flows in pipes; pipelines and valves, hydraulics of pipelines, head loss, network analysis; pumps and pumping installation; service reservoirs;
- Wastewater collection systems – collection of sewage and stormwater; sewer materials and appurtenances; flow measurements in sewers; sewer installations and testing;
- Stormwater management systems – non-point source pollution, stormwater quality, retention facilities, objective in best management practices, non-structural best management practices, structural best management practices, treatment technologies.
- Hydraulics of sewer systems – quantities of wastewater flows, design of sewers, sewer materials, appurtenances and maintenance, alternative in wastewater collection systems;

**ASSESSMENT**

Two assignments (20% each) 40%, examination 60%



## SEN745 – WATER RECLAMATION AND REUSE

Offered at: (G, X)  
 Credit point(s): 1  
 Offerings: Trimester 2  
 EFTSL value: 0.125  
 Unit chair: K Baskaran  
 Prerequisite: SEN741  
 Corequisite: SEN740  
 Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial/lecture per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be covered in this unit include: sources of water for reclamation: storm water, grey water, industrial process water, domestic and industrial wastewater; reclaimed water quality: criteria, standards and guidelines advanced water recovery processes: physico-chemical processes (such as filtration, adsorption and oxidation), membrane technologies (micro-, nano-, ultra-filtration and reverse osmosis), disinfection and disinfection by products, biological processes (nutrient removal, membrane bio-reactors) reclaimed water storage and distribution; wastewater reuse applications – principles and case studies: agricultural and landscape irrigation, aquaculture, industrial reuse, groundwater recharge, aquifer storage, urban and domestic reuse, reuse in decentralised systems and potable water reuse; environmental and public health associated with water reuse; risk assessment.; legal and economical aspects of water reuse sociological aspects of water reuse; case studies (Australian and international).

### ASSESSMENT

Examination 60%, two assignments (design projects) 40%

## SEN752 – ENGINEERING MANAGEMENT AND THE ENVIRONMENT

Offering information: Not offered in 2012

Offered at: (G, X)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Previously coded as: SEN652  
 Unit chair: T Thornton  
 Contact hours: 2 hours per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The topics addressed in this unit are engineering management systems; corporate governance; environmental audits and assessments; waste reduction audits; due diligence audits; environmental impact statements; life cycle assessment; understanding and using ISO14001; hazard and operability studies (HAZOP) integrating engineering, quality and environmental management systems; integrating economic, design and environmental priorities.

### ASSESSMENT

Examination 60%, two assignments 40%

## SEN761 – GLOBAL WATER SYSTEMS 1 – NATURAL WATER CYCLE

Offering information: Not offered as of 2012

Offered at: (G, X)  
 Credit point(s): 1  
 Offerings: Trimester 2

EFTSL value: 0.125  
 Unit chair: K Baskaran

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include: Inter-relationships between the water cycle and aquatic ecosystems: functioning of the global water system; hydrology and aquatic ecosystems; ecosystem services and aquatic ecosystem values. Evaluation of the impact of human exploitation and interactions on different aquatic ecosystems and water sources: water for life and well being; water users and water use; pressures on aquatic ecosystems; assessment of stress, degradation and recovery in aquatic populations, communities and ecosystems. Issues relating to water use and the ecology, biodiversity and functioning of lakes, rivers, estuaries, wetlands and floodplain ecosystems: disturbance from non-point sources; disturbance from point sources; disturbance from direct exploitation of aquatic ecosystems; aquatic ecosystem management.

### ASSESSMENT

Tutorials 20%, 2 review reports (2 x 40% each) 80%

## SEN762 – GLOBAL WATER SYSTEMS 2 – ENGINEERED WATER CYCLE

*Offering information: Not offered as of 2012*

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Assumed Knowledge: Year 12 Mathematics  
Unit chair: K Baskaran*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides a comprehensive overview of the engineered infrastructure used to manage the water cycle for the benefit of mankind. The objective is to provide a critical understanding of the options and technologies available to manage different components of the water cycle. Such an understanding is essential to rational planning and management. Topics include water supply for urban systems, irrigation and drainage systems, urban stormwater and flood mitigation systems, wastewater transport and treatment systems, reuse systems and hydropower systems.

### ASSESSMENT

Examination 50%, project work 50%

## SEN763 – WATER RESOURCES AND SOCIETY

*Offering information: Not offered as of 2012*

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Baskaran*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include: The history and drivers of global water resource development: history of global water resource development, key drivers and turning points in development of water resources. Dependencies between human users and water resources: water availability in developed vs developing nations. Geopolitics and hydro-politics of water: water conflicts – geopolitics, hydropolitics, water

and national security, extent and history of conflict. Water and society: water and ethics, poverty and the environment – water and human health, society, culture and values related to water; factors driving trends in water use and water quality; the costs of unsustainable water use. The market in water: water ownership and water trading: water ownership and cost of water; globalisation and international water trade; institutional changes in water ownership and decision making. Planning for the sustainable use of water: sustainable utilisation of aquatic ecosystems and water resources; obstacles to ESD of water. Water futures: population, lifestyle, water availability and quality; participatory decision making, sustainable planning concepts. International examples of water management: case studies of current strategies to achieve sustainability of water resource use.

### ASSESSMENT

Examination 50%, two review reports (25% each) 50%

## SEN764 – WATER RESOURCES PLANNING AND MANAGEMENT

*Offering information: Not offered as of 2012*

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Assumed Knowledge: Year 12 Mathematics  
Unit chair: B Baskaran*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The exploitation of water resources for the benefit of humankind has major social, economic and environmental impacts. A rational framework for the planning and management of water resources is essential. This course provides an overview of the principles and tools that underpin rational decision making associated with water resources. Topics include: evaluation of quantity of the resource; multi-criterion decision making; fundamentals of economic benefit and cost assessment; evaluation of non-economic impacts; sustainability issues; simulation models for decision support; concepts of optimisation; dealing with uncertain outcomes arising from climate variability; role of data.

### ASSESSMENT

Examination 50%, project work 50%

## SEP101 – ENGINEERING PHYSICS

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 3 (X only)*

*EFTSL value: 0.125*  
*Unit chair: J Long*  
*Prerequisite: Middle-level VCE Mathematics.*  
*Corequisite: SEE010*  
*Contact hours: 4 x 1 hour lectures, 1 x 1 hour tutorial per week and 6 x 3 hour practical classes per trimester. 1 x 8 hour laboratory session for off-campus students per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will commence with a calculus treatment of kinematics of motion in one, two and three dimensions, including parabolic motion. The application of Newton's laws to a wide variety of phenomena will be investigated and the concepts of work, energy and the conservation laws discussed. Rotational kinematics and dynamics will be introduced, including the concepts of moment of inertia, torque, moment of a force, angular momentum. Other topics to be covered are vectors, statics, centre of mass, centroids and systems of particles, collisions, oscillations, waves, fluid mechanics and dynamics.

### ASSESSMENT

Examination 60%, laboratory work 20%, two problem-based assignments (10% each) 20%

## SEP122 – PHYSICS FOR THE LIFE SCIENCES

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Long*  
*Prerequisite: Nil*  
*Contact hours: 4 hours (3 x 1 hour lectures, 1 x 1 hour tutorial) per week, 3 x 3 hour practical sessions per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics addressed in this unit are: the basis of physics concepts, energy, sound and waves, the properties of atoms, electric fields and their effects, optics and vision, thermal properties, fluid properties and mechanics. Applications in biological and medical fields are discussed.

### ASSESSMENT

Examination 60%, laboratory work 20%, two problem-based assignments (10% each) 20%

## SEP199 – ENGINEERING PROFESSIONAL PRACTICE 1

*Offered at: (G)*  
*Credit point(s): 0*  
*Offerings: Trimester 1*

*Cohort rule: (Available to students enrolled in the Bachelor of Engineering/Bachelor of Commerce D373 only)*  
*Unit chair: S Cavenett*  
*Prerequisite: Nil*  
*Corequisite: SEE010*  
*Contact hours: One week program*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is the first of a series of core units that are intended to enable students to increase their awareness of various generic engineering, technological and professional practice skills, and how those skills are applied in the workplace. The cross-disciplinary nature of engineering practice will be highlighted. The unit will take a systems approach in showing the connection between traditional engineering skills and non-engineering skills that engineers and technologists must master. Students attend a one week on-campus program of lectures, workshops, and guest presentations that is scheduled during the trimester.

### ASSESSMENT

Satisfactory completion of group activities and evidence of a reflective journal

## SEP490 – ENGINEERING WORK EXPERIENCE

*Offered at: (G, X)  
Credit point(s): 0  
Offerings: Trimester 1, trimester 2, trimester 3 (X only)*

*EFTSL value: 0.000  
Cohort rule: (This unit is a requirement for students who commenced the Bachelor of Engineering or Bachelor of Technology from 2005 onwards)  
Unit chair: S Cavenett  
Prerequisite: Nil  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Before students will be deemed eligible to graduate from the Bachelor of Engineering or Bachelor of Technology they must obtain an aggregate of at least 12 weeks (BE) or 8 weeks (BTech) of suitable practical experience during their program. This experience may be in an engineering workplace or laboratory, where the student will be exposed to professional engineers and engineering associates carrying out the duties. The experience need not be gained at a single organisation or in a single block of time. Students will be expected to record their experiences in a logbook and to provide a written report detailing their impressions and learning outcomes gained during their work experience. The acceptability or otherwise of the employment experience, and the period of that type of experience that may be credited will be determined by the unit chair in consultation with the representative of the relevant academic management group. This unit will enable students to: learn about real situations in engineering practice via personal experience of an engineering workplace, develop a direct understanding of how organisations operate, increase awareness of the nature of the engineering profession.

### ASSESSMENT

Engineering work experience report 100%

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## SET401 – ADVANCED TOPICS IN ENGINEERING 1

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: S Cavenett  
Prerequisite: SEB322 or SEB324  
Contact hours: 1 x 2 hour lecture per week (weeks 1-11),  
1 x 1 hour tutorial per week (weeks 2-12)*

*Note:  
Highly recommended elective for Engineering students.  
Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will enable students to study one of a selection of engineering subject specialisms at an advanced technical level and gain an awareness of the latest developments in that topic. Although it is anticipated that for most students, topic selection would be in line with their engineering discipline, subject to topic pre-requisite requirements students would be free to select any one of the available topics.

### ASSESSMENT

Two assignments 60% and 40%

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## SET402 – ADVANCED TOPICS IN ENGINEERING 2

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: S Cavenett  
Prerequisite: SEB322 or SEB324  
Contact hours: 1 x 2 hour lecture per week (weeks 1-11),  
1 x 1 hour tutorial per week (weeks 2-12)*

*Note: Highly recommended elective for Engineering students. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will enable students to study one of a selection of engineering subject specialisms at an advanced technical level and gain an awareness of the latest developments in that topic. Although it is anticipated that for most students, topic selection would be in line with their engineering discipline, subject to topic pre-requisite requirements students would be free to select any one of the available topics.

### ASSESSMENT

Two assignments (40%, 60%) 100%

## SET402 – ADVANCED TOPICS IN ENGINEERING 2

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: S Cavenett  
Prerequisite: SEB322  
Contact hours: 1 x 2 hour lecture per week (weeks 1-11),  
1 x 1 hour tutorial per week (weeks 2-12)

Note: Highly recommended elective for Engineering students. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will enable students to study one of a selection of engineering subject specialisms at an advanced technical level and gain an awareness of the latest developments in that topic. Although it is anticipated that for most students, topic selection would be in line with their engineering discipline, subject to topic prerequisite requirements students would be free to select any one of the available topics.

### ASSESSMENT

Two assignments (40%, 60%) 100%

## SET721 – SUSTAINABLE ENGINEERING

Offering information: Not available until 2013

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Cavenett  
Contact hours: 1 x 2 hour lecture per week for 12 weeks

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Sustainable engineering is a relatively new and fast developing engineering methodology that is increasingly in demand from all engineering disciplines to enable the engineering profession to identify, develop, produce, and manage solutions, products, processes, and systems that achieve both qualitatively and quantitatively acceptable measures of sustainability.

This unit takes a holistic and multi-disciplinary approach to the subject of sustainability, especially in exploring the fundamental theory and information and at the same time maintains a specific focus on how sustainability can be fully incorporated into the typically practised methodologies used in professional engineering.

### ASSESSMENT

Four assignments (3 x 20%, 1 x 40%)

## SEV215 – WATER SYSTEMS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: K Baskaran  
Prerequisite: SEP101 or SEP115  
Corequisite: SEE010  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour lecture, 1 x 1 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit introduces the fundamentals of water supply and water treatment operation and processes. This includes:

- Water supply systems – types of water supply systems, assessment of water demand, sources of water;
- Elements of hydrology – hydrological cycle, surface water hydrology, groundwater hydrology;
- Water collection and distribution – surface water collection, groundwater collection, water transmission systems, water distribution systems; pipeline and valves – hydraulics of pipelines, network of pipelines, valves and appurtenances, pumps and pumping installations;
- Wastewater collection systems – collection of sewage and stormwater; sewer materials and appurtenances; flow measurements in sewers; sewer installations and testing;
- Hydraulics of sewer systems – quantities of wastewater flows, design of sewers, sewer materials, appurtenances and maintenance, alternative in wastewater collection systems;
- Urban runoff and combined sewer overflow management.

### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

## SEV217 – ENGINEERING GEOLOGY AND SURVEYING

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: K Nepal  
Prerequisite: SEP101  
Corequisite: SEE010  
Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial per week, 2 x 3 hour field session.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will address the following areas:

- History of Civil Engineering profession;
- Theory, tools and techniques of civil engineering design and creative problem solving;
- Engineering surveying;
- Introduction to Civil engineering disciplines – Structural, geotechnical, water resources, transportation, construction engineering;
- Environmental sustainability of infrastructures;
- Ethics and professional responsibilities.

### ASSESSMENT

Examination 50%, one assignment 20%, one practical work report 30%

## SEV222 – HYDROLOGY AND HYDRAULICS

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: J Jegatheesan  
Prerequisite: SEM218  
Incompatible with: SEV322  
Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour lecture per week, 1 x 1 hour tutorial per week  
Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will address the following topics:

- Concepts of uniform flow in open channels – classification of flows, equation for uniform flow, specific energy and alternate depths of flow,

hydraulic jump, Chezy and Manning equations, computation of uniform flow, measurements in open-channel flow;

- Gradually varied flow – dynamic equation of gradually varied flow, characteristics and classification of flow profiles, methods of computation;
- River hydraulics, flood zoning and sediment transport, precipitation processes – hydrologic cycle, energy in the atmosphere, circulation, types of uplift, measurement of precipitation, depth-area relationships;
- Hydrologic abstractions – evaporation, transpiration, evapo-transpiration, interception, depression storage, infiltration;
- Streamflow – runoff measurement and analysis, hydrograph analysis, unit hydrographs, synthetic hydrographs, flood routing, reservoir and streamflow routing; the rational formula, statistical concept of the formula and its application, concepts of probability in hydrology – flood frequency analysis and flood estimation.

### ASSESSMENT

Examination 60%, assignments 30%, laboratory work 10%

## SEV320 – THEORY OF STRUCTURES

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: Y Wang  
Contact hours: 3 hours of lectures per week, one hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces the fundamental concepts for structural analysis to cover various structures when subjected to load and cover the basic methods for calculating member forces and reactions. This includes:

- Concept of structural stability and determinacy;
- Analysis of statically determinate structures, SFD & BMD for beams, continuous beams, floor-beam systems, frames, arches and trusses;
- Analysis of determinate simple, compound and complex trusses, multiple system of trusses, three hinged arched trusses and 3D framework using joint method, section method and assumed force method;
- Influence line for SS beams, continuous beams, floor-beam systems, frames, series of concentrated

live loads and trusses. Moment charts and absolute maximum moment;

- Deflection of statically determinate beams, frames, curved bars, trusses and arches using several methods. Error in fabrication;
- Analysis of statically indeterminate beams, frames and trusses (externally and internally) using the method of consistent deformation, slope-deflection method and moment distribution method. Maxwell law of reciprocal relations. Settlement of supports.

#### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

## SEV323 – STEEL STRUCTURES

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: Y Wang*

*Prerequisite: SEV320*

*Contact hours: 1 x 2 hour and 1 x 1 hour lectures per week, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces the fundamental concepts for design procedures of steel structures and their behaviour during service life and according to the valid design codes. This will include specifying loads on steel structures, introduction to various design philosophies, design of tension and compression members, design of beams and beam-columns, design of welded and bolted connections, design of thin plate, design of frames and design of torsion members.

#### ASSESSMENT

Two design projects (20% each) 40%, examination 60%

## SEV328 – WATER AND WASTEWATER TREATMENT

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: B Baskaran*

*Prerequisite: SEV215*

*Incompatible with: SEV312, SEV315*

*Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour lecture per week, 1 x 1 hour tutorial per week, 4 x 3 hour laboratory sessions per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will address the following areas:

- Introduction to Water treatment – Historical development of water treatment technology; health and environmental concerns; Evolution of water treatment technology
- Water quality – water pollutant and their sources; physical and chemical quality; characterization of water and sampling; Physical, chemical and microbiological characteristics; Australian Drinking Water guidelines and WHO guidelines for drinking water
- Water treatment processes – coagulation, rapid mixing, flocculation, sedimentation, flotation, filtration, Ion exchange, adsorption, disinfection, aeration, water softening, membrane processes, Iron and Manganese removal, water plant residual management.
- Preliminary and primary wastewater treatment – Wastewater characteristics, pollutant loading, flow measurements, screening, grit removal, primary sedimentation.
- Secondary treatment processes – overview of biological treatment processes, wastewater microbiology, aerobic treatment processes, anaerobic treatment processes, biological nutrient removal, bio-solids – handling, processing, beneficial use.
- Natural treatment systems – pond treatment processes, aquatic treatment systems, land filtration, grass filtration, wetland.

#### ASSESSMENT

Examination 60%, two problem solving assignments (15% each) 30%, laboratory report 10%

## SEV352 – GEO MECHANICS 1

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: A Li*

*Prerequisite: SEM223*

*Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial per week, 4 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Topics to be covered include:

- Description of soil, clay mineralogy, basic phase relationships, confined and unconfined seepage
- Principle of effective stress, stress distribution and settlement
- Mohr circle, failure criterion, strength of soils, soil testing, shear stress-strain behaviour of soils
- Slope stability, site investigation and mechanics of unsaturated soils

## ASSESSMENT

Two assignments (2 x 14% each) 28%, one laboratory report 12%, final examination 60%. To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% and a minimum of 50% in the examination.

## SEV353 – REINFORCED CONCRETE STRUCTURES

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: R Al-Ameri  
Prerequisite: SEM222 or SEM322  
Corequisite: SEV320  
Contact hours: 3 hours of lectures per week, one hour of tutorial per week, 3 x 3 hour practicals per trimester. 3 x 3 hour practicals for off-campus students per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit introduces the material properties and fundamental concepts for design procedures of concrete structures and their behaviour during service life and according to the valid design codes. This includes introduction to the basic material properties and design parameters, flexural design of simply supported and continuous beams using Australian Design Code AS-3600, design of beams for shear and torsion, serviceability requirements, steel bond & development length, design of one-way slabs, design of two way slabs.

## ASSESSMENT

Two design projects (2 x 20% each) 40%, final examination 60%

## SEV354 – TRANSPORTATION ENGINEERING

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: K Nepal  
Prerequisite: SEM223  
Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

Topic to be covered include:

- Fundamentals and role of road engineering theory and practice; road planning, road traffic environment, design and rehabilitation
- Traffic engineering systems, traffic flow theory, intersection capacity, traffic control devices, accident studies, traffic survey methods, traffic management, transport network models, and use of traffic simulation programs.

All these roads and traffic designs are to comply with the requirements of the current Australian Standards and codes of practice.

## ASSESSMENT

Assignments (2 x 20% each) 40%, examination 60%

## SEV362 – GEO MECHANICS 2

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Li  
Prerequisite: SEV352  
Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial per week, 2 x 3 hour practicals per trimester*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be covered include:

- One dimensional consolidation, water pressure effects on soil mass;
- Mohr-Coulomb failure criterion for soils, soil shear strength, critical state of soil models;
- Foundation and retaining systems design, strength parameter selection;
- Carry out limit state design of foundations;
- Analyse and design shallow and deep foundations.

### ASSESSMENT

Two assignments (14% each) 28%, one laboratory report 12%, final examination 60%. To be eligible to obtain a pass in this unit, students must achieve an overall mark of at least 50% and a minimum of 50% in the examination.

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## SEV453 – ADVANCED STRUCTURAL ANALYSIS

*Offering information: Not offered as of 2013*

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: Y Wang*

*Prerequisite: SEV320*

*Contact hours: 1 x 2 hour and 1 x 1 hour lectures per week, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics covered in this unit include:

- Design loads
- Statics of structures – reactions
- Trusses, beams and frames, cables, arches
- Structural Design Fundamentals
- Computation of Deflections.- beams and frames
- Analysis of Indeterminate Structural Systems
- Matrix-Based Numerical Methods of Structural Analysis
- Computer-Based Structural Analysis
- Optimum Structural Design
- Design of Steel and Concrete Structures

### ASSESSMENT

Two assignments (20% each) 40%, examination 60%

## SEV454 – CIVIL ENGINEERING DESIGN 1

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Al-Ameri*

*Prerequisite: SEV353 and must have completed at least 20 credit points of study*

*Contact hours: 2 x hours of lectures and 2 x hours of tutorials per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will address advanced topics in the structural design of concrete and steel structures. Advanced topics for concrete structures will include the design of reinforced concrete columns and walls, design of footings and retaining walls while the advanced topics for steel structures will include the design of plate girders and connections. Fundamental concepts for design procedures will be introduced through design workshops and projects.

### ASSESSMENT

Four design projects (25% each) 100%

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## SEV455 – CIVIL ENGINEERING DESIGN 2

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: B Baskaran*

*Prerequisite: Must have completed at least 24 credit points of study*

*Contact hours: 2 x 2 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will address the following topics:

- Design and management of water quality in lake/river systems
- Reservoir yield analysis – reservoir design techniques, capacity-yield analyses; aquifer yield

- Design of water supply systems – pipelines, distribution network, and storage facilities
- Design of wastewater collection systems – design principles, separate/combined sewers, sewer network
- Design of stormwater management systems – urban drainage design, use of drainage models in design; design of gutters and culverts; design of water quality monitoring network
- Water and Wastewater treatment plant design – process, functional and hydraulic design, of physical, chemical and biological unit operations and processes.

#### ASSESSMENT

Examination 60%, two group-based design assignments (20% each) 40%

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## SHD201 – CREATING SUSTAINABLE FUTURES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J McBurnie*  
*Prerequisite: Must have completed 6 credit point units at Level 1 or higher*  
*Incompatible with: SHD301*  
*Contact hours: 3 hours per week of tutorial/workshop, 1 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will work in a multidisciplinary team to draw on their respective fields of knowledge and background to address current and future environmental problems as they impact on human, natural and built environments. These issues addressed include climate change, consumerism, peak oil and models for sustainability.

The unit entails activity based learning, opportunities for creative expression and employment preparation relevant to the student's area of study.

#### ASSESSMENT

Group assignment 30%, individual journal (minimum 8 journal entries) 40%, individual report (minimum 1500 words) 30%

## SHD301 – CREATING SUSTAINABLE FUTURES

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J McBurnie*  
*Prerequisite: Must have completed 6 credit point units at Level 2 or higher*  
*Incompatible with: SHD201*  
*Contact hours: 3 hours per week of tutorial/workshop, 1 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will work in a multidisciplinary team to draw on their respective fields of knowledge and background to address current and future environmental problems as they impact on human, natural and built environments. These issues addressed include climate change, consumerism, peak oil and models for sustainability.

The unit entails activity based learning, opportunities for creative expression and employment preparation relevant to the student's area of study.

#### ASSESSMENT

Group assignment 30%, individual journal (minimum 8 journal entries) 40%, individual report (minimum 1500 words) 30%

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## SHD701 – CREATING SUSTAINABLE FUTURES

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J McBurnie*  
*Prerequisite: Nil*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

**CONTENT**

Students will work in a multidisciplinary team to draw on their respective fields of knowledge and background to address current and future environmental problems as they impact on human, natural and built environments. These issues addressed include climate change, consumerism, peak oil and models for sustainability.

The unit entails activity based learning, opportunities for creative expression and employment preparation relevant to the student's area of study. Teaching will be conducted in a variety of mediums including lectures, workshops and small group work.

**ASSESSMENT**

Group assignment 30%, individual journal (minimum 8 journal entries) 40%, individual report (minimum 1500 words) 30%

**SIT010 – SAFETY INDUCTION PROGRAM**

*Offered at: (B, G, X)*

*Credit point(s): 0*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.000*

*Unit chair: J Coldwell-Neilson*

*Prerequisite: Nil*

*Contact hours: Please refer to the unit guide for any details regarding the contact hours*

*Note: A training video is available on DSO. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This zero credit point unit is a program of safety information for students involved in information technology laboratory work. The program encompasses information technology hazards, building evacuation procedures, laboratory accident management and first aid procedures and safety work procedures particular to laboratory work.

**ASSESSMENT**

Multiple-choice test 100%

**SIT101 – FUNDAMENTALS OF INFORMATION TECHNOLOGY**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: E Lanham*

*Prerequisite: Nil*

*Incompatible with: MSC120, SIT171*

*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is the foundation unit for all the information technology Bachelor degrees. It covers an introduction to the major areas within IT including: hardware, software, communications and networks, system and application programming, system development, programming languages and programming development, security, as well as ethics and privacy. Students will have the opportunity of exploring a number of applications including word processing and spreadsheets in the context of the wider curriculum. Professional skills including time management, study planning, library and communication skills will be emphasised as the foundation to becoming an efficient and effective tertiary student.

**ASSESSMENT**

Practical assessment 25%, two assignments 25%, examination 50%

**SIT102 – INTRODUCTION TO PROGRAMMING**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Wells*

*Prerequisite: Nil*

*Incompatible with: MSC211*

*Contact hours: 2 x 1 hour lecture per week, 1 x 1 hour online tutorial per week, 1 x 2 hour practical per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores the relationship between computer program code and the software systems that are generated from them. Students experience developing simple software in the context of laboratory-based practicals and individual assignment tasks. They explore and use a variety of data types including arrays and structures, and elementary flow control including function calls, alternation and iteration. They examine I/O in which software interacts with simple text files and users via console and GUI components.

**ASSESSMENT**

Examination 50%, 2 x assignments (10%, 15%) 25%, practical assessment 25%

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## SIT103 – INTRODUCTION TO DATABASE DESIGN

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: J Hou*

*Prerequisite: Nil*

*Incompatible with: MSC217*

*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide a solid foundation for the design, implementation and management of database systems. Data modelling is introduced, focusing on entity-relationship (ER) modelling. The skills required to construct such ER diagrams will be explored, with a focus on ensuring that the semantics of the model match those of the real-world it is representing. The relational data model will be presented and the functionality it affords will be explored. The process of constructing, maintaining and retrieving information from the database using SQL will be a focus of this unit. Key implementation and management concepts, including transaction management and concurrency control, and database backup and recovery will be investigated. The impact of new technologies on database design, particularly the Internet, will be covered briefly.

**ASSESSMENT**

Examination 60%, two assignments (20% each) 40%

## SIT104 – INTRODUCTION TO WEB DEVELOPMENT

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Gao*

*Prerequisite: Nil*

*Incompatible with: MSC244*

*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces the techniques of creating static and dynamic web content using (X) HTML, style sheets, client side and server side scripting languages and databases. It focuses on developing the skills required for web programming with mark-up and scripting languages, such as building quality web pages, designing and maintaining a website. It introduces the concepts and technologies of the Web, the Internet and data networks, addresses how to use basic web programming tools, and discusses the potential future of web/internet applications.

**ASSESSMENT**

Examination 60%, two assignments (15% and 25%) 40%

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## SIT105 – CRITICAL THINKING AND PROBLEM SOLVING

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: R Dew*

*Prerequisite: Nil*

*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides students with the opportunity to study critical thinking and problem solving. Students will learn about the different categories of problems; general techniques to solve problems; where problems requiring algorithmic solutions are placed in these

categories; and techniques to build and test algorithmic solutions.

Critical thinking skills will be presented through analysing and understanding requirements and specifications. The problem solving section will take students through IT related problems and introduce them to systematic approaches and methods to solve these problems.

#### ASSESSMENT

Examination 40%, 2 x assignments (15%, 15%) 30%, 3 x practical assessments (10% each) 30%

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## SIT106 – FUNDAMENTAL CONCEPTS OF MATHEMATICS

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Cyganowski*  
*Prerequisite: Nil*

*Incompatible with: SCM103, SIT197, SIT198*  
*Contact hours: 3 hours per week – 1 x 1 hour lecture per week, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will consist of the following topics:

- the natural numbers, multiples, factors, prime numbers, divisibility tests, prime factorisation;
- rational and irrational numbers and their representations as fractions, decimals and percentages;
- the stages of a statistical investigation: posing the question, collecting the data, summarising, analysing and presenting the data; interpreting the results;
- techniques for carrying out statistical investigations;
- an introduction to problem solving and modelling;
- regular polygons; regular and homogeneous tessellations;
- an analysis of some of the work of MC Escher; creating Escher-type tessellations in the plane;
- the Platonic solids and their duals; construction of solids from nets.

#### ASSESSMENT

Examination 50%, individual project 20%, two assignments of equal weight 30%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## SIT120 – INTRODUCTION TO APPS DESIGN

*Offering information: Not available until 2013*

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: TBA*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit teaches foundation concepts and skills related to mobile App design and development. Students will analyse existing mobile apps for different domains, appraise the type of design choices and technological choices used to solve a problem. They will also gain an understanding of different technologies and how they are put together in the context of mobile apps. A discussion of the role of different backend technologies, mobile UI design, mobile platforms, and the mobile apps industry will also be covered. Finally, students will also gain an understanding of the social and ethical issues related to mobile apps, such as ethical and privacy issues.

#### ASSESSMENT

Two assignments (20%, 30%) 50%, examination 50%

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## SIT151 – GAME FUNDAMENTALS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S McKenzie*  
*Prerequisite: Nil*  
*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical exercise per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit provides students with the foundation concepts and skills required for design and development of games. Students will analyse existing games and gaming genres, and use these skills in the design of new games. Specifically this unit will address;

the genres, history and roles of games in society, the characteristics of games, the social and ethical issues in games, the technologies used in the games design and development and a general understanding of the industries.

#### ASSESSMENT

Examination 60%, three assignments (10%, 10%, 20%) 40%

## SIT153 – INTRODUCTION TO GAME PROGRAMMING

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Hobbs*

*Prerequisite: Nil*

*Incompatible with: SIT251*

*Contact hours: 2 x 1 hour lectures per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides students with a comprehensive introduction to the C++ programming language; the principle programming language used in the development of computer and video games. Core language knowledge and programming skills are developed in the context of games software development tasks. Students will implement games from scratch using both procedural programming and object-oriented programming techniques. Additionally, students will develop an understanding of software architectures appropriate to the implementation of games and simulations. Topics covered in this unit include: data types, features of the C++ language, program flow control, classes and class hierarchies, data input/output, error handling and debugging, Win32 application development, 2D graphics with Windows GDI/Direct2D.

Upon completion of this unit students will be able to develop software applications written in C++ to implement simple computer games using 2D graphics.

#### ASSESSMENT

Examination 50%, one project 20%, one assignment 15%, practical assessments 15%

## SIT161 – PRINCIPLES OF INTERACTIVE MEDIA

*Offered at: (B)*

*Offerings: Trimester 1*

*Credit point(s): 1*

*EFTSL value: 0.125*

*Unit chair: E Lanham*

*Prerequisite: Nil*

*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Multimedia is one of the most rapidly developing areas in the computer industry; active and effective involvement in this field demands a thorough foundation in both the theory underlying the area, and the skills required of practitioners. This unit will provide students with a theoretical and practical introduction to the field of multimedia. The unit will introduce the concepts of multimedia including its cultural and social context, and the foundations of games. The unit will examine the basic requirements for the creation and delivery of multimedia which effectively combines the digital formats of text, images, sounds, video and animation, with the added element of interactivity provided by computer systems. It forms the theoretical basis for subsequent practical, organisational and theoretical inquiry into multimedia.

#### ASSESSMENT

Three assignments (20% each) 60%, examination 40%

## SIT162 – INTERACTIVE MEDIA SYSTEMS

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: E Lanham*

*Prerequisite: Nil*

*Contact hours: 1 x 2 hour lecture and 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Multimedia is the combination of the digital forms of text, images, sounds, video and animation. This unit aims to build on the theories and principles of multimedia and provide students with a theoretical and practical introduction to design criteria and the design process of information delivered by multimedia. The unit will cover user needs analysis and designing for the user; selection of suitable technology; designing for computer-based media; and the use of the major software tools and their accompanying skills.

**ASSESSMENT**

Assignment 1 20%, assignment 2 20%, assignment 3 40%, online quiz 20%

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**SIT172 – PROGRAMMING FOR ENGINEERS**

*Offered at: (G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Wells*  
*Prerequisite: Nil*  
*Incompatible with: MSC211*  
*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Students entering the workforce as engineers will from time to time be expected to use, enhance or even develop software to complete their daily tasks solving engineering problems. This unit introduces students to the process of taking an engineering problem, identifying its components, and expressing a solution in computational terms. MATLAB and Excel are used to define, develop, analyse and solve engineering problems. Pseudo code and the C programming language is used to illustrate programming constructs, I/O basics, data types and storage, operators, control flow, repetition, functional decomposition, modularity and reuse.

On successful completion of this unit, students will have the ability to use a standard approach to problem definition, problem solving and program development, as well as understand the structure theorem and be aware of its consequences for algorithm design. Students will develop the knowledge to enable them to analyse engineering problems, select the software tool or develop a software solution, process a solution and report results.

**ASSESSMENT**

Examination 50%, 4 assignments (2 x 15% each, 2 x 10% each) 50%

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**SIT182 – INTRODUCTION TO COMPUTER SECURITY**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Chowdhury*  
*Prerequisite: Nil*  
*Incompatible with: SIT351*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This cornerstone unit of the information technology security course introduces students to the threats and risks in managing communication networks and provides them with a broad overview of the security technologies available to manage these threats. Organizational security is high-lighted with special attention to social engineering, ethics, policies, procedures and legislation. Case studies will be an important means of developing the understanding of the unit content.

**ASSESSMENT**

Mid-term test 20%, final examination 60%, two assignments (10% each) 20%

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**SIT190 – INTRODUCTORY MATHEMATICAL METHODS**

*Offering information: Not available until 2013*

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (B, G, X), trimester 2 (G, X)*

*EFTSL value: 0.125*  
*Unit chair: M Cyganowski*  
*Prerequisite: Students who have successfully completed VCE Maths Methods 3 and 4 and/or Specialist Maths 3 and 4 are not normally eligible to enrol in this unit.*  
*Contact hours: 3 x 1 hour lectures per week, 1 x 1 hour practical class per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to develop the fundamental functions of applied mathematics, and to introduce calculus to students who have not previously studied it in secondary school. It is designed to prepare students for tertiary level mathematics.

Topics to be addressed in this unit include: polynomials, exponentials, logarithms and trigonometric functions. Particular reference is made to the basic rules of algebra governing operations, functions and the solution of equations. The rules for differentiating and integrating elementary polynomial, exponential, logarithmic and trigonometric functions are introduced. Applications studied include graph sketching, maximisation and minimisation problems, areas and kinematics.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

## SIT191 – INTRODUCTION TO STATISTICS

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Cyganowski  
Prerequisite: Nil  
Incompatible with: MSQ171, SQP112  
Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit introduces graphical formulations of data, normal and sampling distributions, and the concepts of mean and standard deviation. The laws of probability theory are discussed and described by example. Statistical estimates and tests on population means and proportions, chi-square tests on distribution and association, correlation and linear regression models, and the ANOVA analysis for comparing means are covered. Computer packages and calculators are used throughout the unit to minimise the computational effort.

### ASSESSMENT

Examination 60%, three assignments (10% each) 30%, practical exercises 10%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## SIT192 – DISCRETE MATHEMATICS

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Cameron  
Prerequisite: VCE Mathematical Methods 3 and 4 or equivalent highly recommended  
Contact hours: 3 x 1 hour lectures, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Counting techniques are introduced and applied to the design and analysis of algorithms. The concepts of proof and logical reasoning, and the tools of Boolean algebra and graph theory are presented and applied to the design and analysis of algorithms. Advanced counting techniques assist in developing an understanding of algorithmic complexity. Particular applications to cryptography are given.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

## SIT194 – INTRODUCTION TO MATHEMATICAL MODELLING

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Cameron  
Prerequisite: VCE Mathematical Methods 3 and 4 or equivalent  
Incompatible with: SQP122, SIT193  
Contact hours: 4 x 1 hour lectures per week, 1 x 1 hour practical per week*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit includes: functions and limits; derivatives and integrals of combinations of polynomials, exponential, logarithmic and trigonometric functions; sequences, series tests and power series; vectors, lines and planes; first order differential equations. Applications studied include graph sketching; approximations to solutions of equations and integrals; formulation of models to solve science and engineering problems.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

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## SIT198 – PATTERNS IN SPACE

*Offering information: Not offered as of 2013*

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: M Cyganowski*

*Prerequisite: Nil*

*Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial and 1 x 1 hour practical per week*

*Note: This unit cannot be used as part of a major or sub-major in Mathematics. It is a core unit for Bachelor of Education (Primary) students. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will examine properties of polygons, regular and homogeneous tessellations, symmetries and transformations in the plane; reflections, rotations, translations and glide reflections and their combinations. The work of MC Escher will be examined and original Escher-type tessellations created. The Platonic solids and their duals will be studied, as well as the construction of solids from nets. Mathematical modelling will be introduced, as well as problem solving techniques that include algebra and graph theory.

### ASSESSMENT

Examination 50%, individual project 20%, two assignments (15% each) 30%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 50% in the examination.

## SIT199 – APPLIED ALGEBRA AND STATISTICS

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: J Cameron*

*Prerequisite: VCE Maths Methods 3 and 4 or equivalent highly recommended*

*Contact hours: 3 x 1 hour lectures per week, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit includes: the algebra of complex numbers, matrices and sets; probability, and the major discrete and continuous probability distributions. The relationship between exponential functions, trigonometric functions and complex numbers is emphasised and applied to electrical networks. Solutions to systems of linear equations using matrices and determinants, and applications of set theory and symbolic logic are considered. The statistics techniques and examples studied are relevant to the sciences in general while particular reference is made in the lectures to applications in engineering.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 45% in the examination.

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## SIT202 – COMPUTER NETWORKS

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Goscinski*

*Prerequisite:*

*2 SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Incompatible with: SEE312*

*Contact hours: 3 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit covers networks and their goals; services provided to end-to-end users; network architectures; the Internet protocol stack and the ISO/OSI reference model; the role of client – server model; communication at the application layer; end-to-end communication; the transport layer; selecting a route; the network layer; dealing with errors; the data link layer; transmitting bits on a medium; local area networks, in particular wireless and mobile networks; and communication security and authentication. Students will learn the basic concepts and roles of communication and user-oriented protocols, be able to select a local area network and design simple protocols for a given environment, and be capable of tracking current and future trends in computer networks. Laboratory exercises will allow the student to acquire hands-on experience with networks based on Windows.

**ASSESSMENT**

Examination 60%, three assignments (10%, 15%, 15%) 40%

**SIT203 – WEB PROGRAMMING**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Gao*

*Prerequisite: SIT103 and SIT104*

*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practicals per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit continues to develop the skills acquired in the prerequisite units so that students can build sophisticated websites and portals required by large organizations and government agencies. It introduces database connectivity as the basis for generating dynamic content and web pages. Students learn advanced client side and server side programming to implement dynamic and interactive websites. Advanced technologies such as AJAX, CSS, XML, server side security are applied to achieve more features in development. Web Services and Web 2.0 components are also discussed.

**ASSESSMENT**

Three assignments (30%, 50%, 20%) 100%

**SIT204 – MATHEMATICS AND PHYSICS FOR GAMES**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: T Wilkin*

*Prerequisite: Nil*

*Contact hours: 3 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The content for this unit is divided into four key areas: Vector Calculus – including coordinate systems, vectors, and transformations; Linear Algebra – including matrices, matrix operations and linear equations; Analytic Geometry – including trigonometry, equations of lines/curves, vector functions/space curves and motion in space (velocity and acceleration); and Kinematics – including forces and motion, Newtonian physics, work/energy, elastic collisions, friction and gravity.

**ASSESSMENT**

Tests 40% (4 x 10% class test), assignment 20%, examination 40%

**SIT206 – IOS PROGRAMMING**

*Offering information: Not available until 2014 and subject to approval*

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: TBA*

*Prerequisite: SIT102 and one other SIT coded unit*

*Contact hours: 1 x 2 hour lecture per week and 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers iOS development on the XCode platform. Students will be introduced to the iOS development environment, the iOS platform's design and the workflow of developing iOS Apps on XCode. In addition, students will be introduced to a new programming language called Objective C – the programming language for native iOS Apps. Key concepts and programming constructs will be introduced before the advanced concepts in the CocoaTouch framework is covered. Students will also gain hands-on experience in debugging iOS Apps and the process of getting an App certified for deployment in the iOS App store.

**ASSESSMENT**

Two assignments (50% each) 100%

**UNIT FEE INFORMATION**

2012 Unit fee information available soon

**SIT207 – ANDROID PROGRAMMING**

*Offering information: Not available until 2014 and subject to approval*

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: TBA  
Prerequisite: SIT102 and one other SIT coded unit  
Contact hours: 1 x 2 hour lecture per week and 1 x2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides a practical introduction to developing applications for Android devices and the major features of this platform. It explores the concepts behind Android, the framework for constructing an application, and the tools for developing, testing, and publishing software for the platform. It covers topics including the fundamentals of the Android framework and API, using Android's development and debugging tools to build and test applications, preparing the application for deployment and publication to Android Market. Students will also create web applications on Android-powered devices and creating Android applications that embed web-based content.

**ASSESSMENT**

Two assignments ( 50% each) 100%

**SIT221 – CLASSES, LIBRARIES AND ALGORITHMS**

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: J Rough  
Prerequisite: SIT131 or SIT232  
Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit extends the concepts introduced during the prerequisite unit SIT131. It extends the study of object-oriented programming by introducing the major data structures used in programming – stacks and queues, collections (sets, bags, lists, trees, hash tables and graphs), and a review of data structures and algorithms provided by system libraries. Other topics include developing algorithms, algorithm optimisation, and recursion, searching and sorting. Upon completion of this unit, students will have an understanding of classes, libraries and algorithms and their role in software development, and be able to implement them.

**ASSESSMENT**

Examination 60%, two assignments (20% each) 40%

**SIT222 – OPERATING SYSTEMS CONCEPTS**

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Rough  
Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or one SIT coded unit and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)  
Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will familiarise students with the role and organisation of operating systems, which support programmers, program execution and efficient utilisation of computational resources. The management of logical and physical resources is discussed in detail. Students study process management, in particular their description, threads, concurrency and scheduling; memory management, in particular virtual memory; input/output management, including disk scheduling; file management, synchronisation and deadlock issues in multiprogramming environments; and security, in particular resource protection. The study covers Microsoft Windows, Linux and operating systems of PDAs and mobile phones as examples of the most commonly used operating systems. Factors influencing operating systems of mobile devices will be discussed. Some programming may be assigned as part of the assessment.

**ASSESSMENT**

Examination 60%, three assignments (of equal weighting) 40%

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## SIT223 – INFORMATION TECHNOLOGY PROFESSIONAL SKILLS

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Coldwell-Neilson*  
*Prerequisite: SIT105 and one other SIT coded unit*  
*Incompatible with: SIT301*  
*Contact hours: This unit is delivered wholly online. Students are expected to participate in virtual group activities for a minimum of four hours per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit exposes students to a range of professional skills and gives them an opportunity of experiencing them in an organisational setting. It presents a variety of contemporary practices used in the development and management of information technology systems. The unit covers business communication and documentation; team work; collaboration and negotiation. The unit also focuses on the impact of information technology on society, investigates ethical and professional issues and prepares students for work as IT professionals. Much of the practical work will

be completed online within the context of the virtual telecommunications organisation, United Enterprise.

**ASSESSMENT**

Portfolio 60%, group assignment 10%, career development assignment 15%, Professional Practice report 15%

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## SIT231 – ADVANCED DATABASE SYSTEMS

*Offering information: Not offered as of 2012*

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: A Sajjanhar*  
*Prerequisite: SIT103 and two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or SIT103 and one SIT coded unit and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*  
*Incompatible with: SIT212*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an in depth view of advanced database technologies such as client/server databases and distributed databases with particular emphasis on matters relating to data distribution and replication, distributed query processing, distributed database reliability and recovery, and distributed transaction management. Basic concepts and techniques of data mining and data warehousing with industrial applications are also included in this unit.

**ASSESSMENT**

Examination 60%, three assignments (1 x 10%, 2 x 15%) 40%

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## SIT232 – OBJECT-ORIENTED DEVELOPMENT

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Rough*

*Prerequisite: SIT102*  
*Incompatible with: SIT131*  
*Contact hours: 2 x 1 hour lectures per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit examines in detail the relationship between the design of an object-oriented system and its implementation. Concepts covered include language syntax and semantics, classes as templates for objects, method development, implementation of class relationships, constructors and destructors, polymorphism, dynamic memory management, error detection and handling, testing and debugging, terminal and file input/output, and programming modules. In addition to developing new software, students will gain experience in testing, debugging and maintaining existing systems.

#### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

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## SIT253 – AUDIO AND VISUAL GAME ELEMENTS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S McKenzie*  
*Prerequisite: SIT151 or SIT161*  
*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide in-depth coverage of audio and visual asset design and creation for video games. Creation of audio assets will be undertaken with production occurring via the use of specific audio hardware and software which will allow recording, mixing and mastering of 3D Audio. Topics that this unit will address include; principles of audio and visual asset design, representation, audio creation and manipulation, interactive audio, sounds effects, music and voice recording, composition, lighting and colour, visual animation, 3D modelling, textures, real time 3D rendering, motion capture and interface design. Specifically this unit focuses on learning tools such as 3D Modelling and FMOD.

#### ASSESSMENT

Portfolio 60%, practical test 30%, final presentation 10%

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## SIT254 – GAME DESIGN

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S McKenzie*  
*Prerequisite: SIT151*  
*Incompatible with: SIT152*  
*Contact hours: 1 x 2 hour lectures per week, 1 x 2 hour practical classes per week*

*Note: Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide in-depth coverage of the process of games design, and allow for an appreciation of what it means to be a games designer. Students will analyse games design and critique their own creations to determine how best to create a game experience for specific audiences. Games will be created using various software technologies such as existing games engines. Many topics are considered, such as: gameplay mechanics, rule design, play mechanics, game balancing, social game interaction, play testing, game design documentation and the integration of visual, audio, tactile and textual elements into games.

#### ASSESSMENT

Examination 40%, two assignments (20%, 40%) 60%

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## SIT255 – ADVANCED GAME DEVELOPMENT

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: T Wilkin*  
*Prerequisite: SIT153 or SIT251*  
*Incompatible with: SIT352*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical class per week*

*Note: Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit builds on the outcomes of the introductory game programming unit to provide students with knowledge and understanding of advanced game programming techniques in the areas of game software architectures, artificial intelligence and physics simulation. These techniques will be investigated within the context of event-based and model-based simulation of game environments and the dynamic entities operating within them. Upon completion of this unit students will be able to program complex, interactive games and simulations using advanced, industry-relevant programming techniques.

**ASSESSMENT**

Examination 40%, two assignments (30%, 30%) 60%

**SIT263 – INTERFACE DESIGN**

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SCC311*  
*Unit chair: M Campbell*  
*Prerequisite: SIT162 or MSC228 and one other SIT coded unit (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Although multimedia systems have been in use for two decades, only in recent years has the critical role of good interaction structures and interfaces been recognised. Building effective multimedia systems requires that developers combine the right content with an interface that meets the needs, expectations and characteristics of the target users. Such interfaces must be built with a clear understanding of the established (and evolving) principles of interface design and usability that form the basis of human – computer interaction (HCI). This unit covers the issues, information sources, and methods used in the design, implementation, and evaluation of multimedia user interfaces for software systems and the World Wide Web. Interaction and interface design draws on the experiences of designers, current trends in input/output technology, cognitive psychology, human factors (ergonomics) research, guidelines and standards, and on the feedback from evaluating working systems. Usability is the application of ergonomic principles to

software and web design and is now accepted as a critical determinant of the success of such systems.

**ASSESSMENT**

Examination 40%, three assignments (15%, 15% and 30%) 60%

**SIT272 – INTERNET CORE AND ENTERPRISE ROUTING**

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 3 (B only)*

*EFTSL value: 0.125*  
*Unit chair: M Li*  
*Prerequisite: Nil*  
*Incompatible with: SIT701*  
*Contact hours: 2 x 1 hour lecture, 1 x 2 hour practical class*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the technologies used in constructing a modern network and the routing used within those networks to ensure that data is delivered. In this unit students will learn about the number systems and the mathematics of networks, networking media including installation and testing, cabling of LANs and WANs, operation of Ethernet/IEEE 802 networks, fundamental concepts of switching and routing, subnetting and the TCP/IP model. Students will undertake a study of static routing and dynamic routing protocols. Distance vector and link state routing protocols are considered, and the operation and configuration of RIP, EIGRP, and OSPF protocols are examined in detail. Through practical laboratories students will learn how to construct such networks using Cisco equipment; in particular students will learn how to connect Cisco routers and switchers and to configure routers to operate effectively on a TCP/IP network.

**ASSESSMENT**

Two multiple choice tests (20% each) 40%, two practical tests (30% each) 60%.  
 To be eligible to obtain a pass in this unit students must complete all CISCO unit requirements

## SIT281 – CRYPTOGRAPHY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Batten*  
*Prerequisite: SIT192*  
*Contact hours: 3 x 1 hour lecture per week, 1 x 1 hour practical per week*  
*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit begins with a study of classical cryptosystems and the methods used to break them. The major currently used systems, DES, AES and RSA, are then introduced and examined from a design and security perspective. New applications are dealt with: digital signatures, secret-sharing schemes, digital cash, zero-knowledge techniques and key establishment protocols.

### ASSESSMENT

Two assignments (20% each) 40%, examination 60%. To be eligible to obtain a pass in this unit students must achieve a mark of at least 40% in the examination.

## SIT282 – COMPUTER CRIME AND DIGITAL FORENSICS

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Pan*  
*Prerequisite: 2 level 1 SIT-coded units*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will learn how crime is manifested in the IT world, the laws that govern the IT domain, and approaches to investigating cyber-crime and cyber-terrorism using forensic techniques. Regarding crime, this unit examines both criminal and terrorist activities, the nature of these activities and the people that initiate them. Regarding law, the unit examines laws that have been recently enacted to counter computer crime and terrorism, and the institutions responsible for implementing those laws; this includes watermarking techniques and copyright legislation. Regarding the

solution of crime and forensic techniques, this unit examines the investigation process, types of evidence and retrieval of information. The ethical implications of crime and terrorism, law and investigations are also examined.

### ASSESSMENT

Two assignments – individual work (20% each) 40%, examination 60%

## SIT284 – I.T. SECURITY MANAGEMENT

*Offered at: (B, G, X)*  
*Offerings: Trimester 2*  
*Credit point(s): 1*

*EFTSL value: 0.125*  
*Unit chair: J Abawajy*  
*Prerequisite: 2 level 1 SIT-coded units*  
*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit covers security assessment of a business, including vulnerabilities and solutions. The unit covers contingency planning and risk assessment and management as well as compliance standards. Policy development and human security management are an important component of the unit. Legal and ethical issues associated with information security are covered. Information security auditing is also introduced.

### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

## SIT291 – MATHEMATICAL METHODS FOR INFORMATION MODELLING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Beliakov*  
*Prerequisite: Either SCM124 or SIT194, or both SIT192 and SIT193*  
*Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The concepts of differentiation and integration for the multi variable functions constitute the core of this unit, along with the notion of partial differentiation. Several techniques are then developed for solving constrained and unconstrained multivariate optimization problems and solving second order ordinary differential equations. Applications of these mathematical techniques to the modelling of motion in space, optimization in business and economics, various forces in physics, periodic processes in mechanics, electric circuits and biology are presented.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

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## SIT292 – LINEAR ALGEBRA AND APPLICATIONS TO DATA COMMUNICATIONS

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: G Beliakov  
Prerequisite: Any one of SCM113, SCM130 or SIT192  
Contact hours: 3 x 1 hour lectures, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will cover vector spaces, matrix theory, systems of linear equations and methods for solving them, eigenvalues and eigenvectors, and their application to similarity of diagonal matrices. Finally, applications to coding theory as a means of ensuring the reliability of transmitted data are presented.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

## SIT294 – ENGINEERING MATHEMATICS

*Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: J Carminati  
Prerequisite: One of SCM124, SIT193 or SIT194  
Contact hours: 4 x 1 hour lecture per week, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit focuses on techniques for solving differential equations. First and second order equations only will be considered, while both ordinary and partial differential equations are examined. Laplace transforms, and power and Fourier series solutions are developed. Applications are drawn from examples based on electrical circuits, heat conduction and spring motion. An introduction to complex variable theory is also included.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

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## SIT301 – IT PRACTICE

*Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125  
Unit chair: J Coldwell-Neilson  
Prerequisite: SIT201 or MSC228 and two SIT level 2/3 coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-)  
Incompatible with: SIT223  
Contact hours: This unit is delivered wholly online. Students are expected to participate in virtual group activities for a minimum of four hours per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit presents a variety of contemporary practices used in the development and management of information technology systems. The unit covers business communication and documentation; tools and techniques used throughout the IT industry; and aspects of IT project management. The unit also focuses on the impact of information technology on



society, investigates ethical and professional issues and prepares students for work as IT professionals.

#### ASSESSMENT

Four assignments (25% each) 100%

## SIT302 – PROJECT

*Offered at:* (B, G, X)

*Credit point(s):* 1

*Offerings:* Trimester 1 (B, G only), trimester 2 (B, G, X), trimester 3 (B, X only)

*EFTSL value:* 0.125

*Previously coded as:* SCC382, SCC319

*Unit chair:* R Dew

*Prerequisite:* Must have passed five SIT level 2 or 3 coded units. Students enrolled in S325, S326, S329, D320 and D375 are expected to have completed at least 4 credit points of an IT major sequence.

*Corequisite:* SIT301 or SIT374

*Incompatible with:* SCM363, MSC303

*Contact hours:* Discussion (one hour per week)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This is a capstone unit that will be drawn from the area of the student's study. The project may be done individually by off-campus students or as a group by on-campus students. It will allow students to demonstrate the synthesis of the knowledge, methodologies and other skills acquired during their study of it taking into consideration individual streams (computer science and software development, games design and development, IT security, multimedia and web and mobile technologies). These will include communication skills, teamwork skills (for group projects), analysis and design skills, implementation techniques, system testing and quality control, writing skills and project management skills. The substantive/concrete outcome of the project will vary according to the stream of study and, thus, could be a software artefact in the case of a computer science and software development project, a model in the case of an eSystems project, or a multimedia package in the case of a multimedia project.

#### ASSESSMENT

Project proposal 10%, project research and planning report 10%, systems analysis and Design 30%, final project deliverables (including oral presentation) 50%

## SIT305 – ADVANCED APPS DEVELOPMENT

*Offering information:* Not available until 2015 and subject to approval

*Offered at:* (B, X)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Unit chair:* TBA

*Prerequisite:* SIT206 and SIT207

*Contact hours:* 1 x 1 hour lecture per week and 1 x 2 hour workshop per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit introduces students the best practices for mobile application development, examines the design of user interfaces and data sharing, discusses the techniques for creating map-based applications and using location-based services such as GPS, explores the use of background services, notifications, and alarms, discusses the Bluetooth, telephony, and networking APIs, and examines using hardware, including the camera and sensors such as the compass and accelerometers. The students will individually complete a Trimester long project with chosen development platform (either iOS or Android) and present the project.

#### ASSESSMENT

Two assignments (40%, 60%) 100%

#### UNIT FEE INFORMATION

2012 Unit fee information available soon

## SIT313 – MOBILE COMPUTING

*Offered at:* (B, X)

*Credit point(s):* 1

*Offerings:* Trimester 2

*EFTSL value:* 0.125

*Unit chair:* M Li

*Prerequisite:* SIT202 or SIT222

*Contact hours:* 1 x 1 hour lecture per week, 1 x 2 hour practical per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit aims to provide students with theoretical knowledge and practical training in mobile and ubiquitous computing. The unit explores the technologies which will be used and the issues that must be faced when computer devices become more mobile and ubiquitous. The characteristics of mobile and pervasive applications and the networking technologies that enable them will be discussed. Fundamentals of mobile operating systems, data management, location tracking and context awareness are discussed. Issues such as energy, security and user interface design are discussed. A research project in an area related to mobile or ubiquitous computing is a fundamental party of the unit.

**ASSESSMENT**

Project 40%, two assignments of equal weight 20%, examination 40%

**SIT321 – SOFTWARE ENGINEERING**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SCC303, SCC373*

*Unit chair: J Hou*

*Prerequisite: Two SIT level 2 coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or one SIT level 2 coded unit and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*

*Contact hours: 3 x 1 hour lectures, 1 x 1 hour laboratory per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics include: software engineering and software development; the influence of customer, project, requirements and resources on selection of a suitable software development process model; quality software, including trade-offs between project scope, quality, cost, time. Methods of software development, in particular procedural and object-oriented methods. Managing software development: planning and estimating large and small projects; using standards and templates, developing internal standards. Requirements elicitation and analysis; object-oriented analysis; usability; developing specifications and tests of specifications. Managing software resources, including configuration management and source code control; change management; software reuse. Object oriented design, including developing class models, interaction

models, state models; mapping to code; using specifications and tests; applying design patterns.

**ASSESSMENT**

Examination 40%, three assignments (25%, 25%, 10%) 60%

**SIT322 – DISTRIBUTED SYSTEMS**

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SCC387, SCC321*

*Unit chair: A Goscinski*

*Prerequisite: SIT202 plus one of SIT102 or SIT203*

*Contact hours: 3 x 1 hour lecture per week, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an introduction to distributed systems and applications by defining the basic issues of design and implementation of distributed systems. This includes basic concepts such as virtualization and abstraction, integration, services and SOA, operating systems of distributed systems, the development of distributed applications, network operating systems and middleware. Students will study the influence of distribution on operations performed on data, resource/object management and building distributed applications, and the role of interprocess communication and remote invocation to deal with distribution. Students will build knowledge of distributed systems and applications and learn about the development trends of distributed systems, in particular the development of distributed applications based on the .NET environment and Visual Studio. Students will learn about clusters, grids and clouds, computers connected by the Internet, as an example of a distributed system, services (in particular Web services) and SOA. Students will learn about virtualization and the role it plays in current computing. They will also investigate how these techniques and algorithms can be used in the design and implementation of distributed systems. Students will develop a distributed application based on Web services that could be executed on the Internet based distributed system. Students will study basic aspects of resource protection, and name services.

**ASSESSMENT**

Examination 60%, three assignments (10%, 15%, 15%) 40%. To be eligible to obtain a pass in this unit,

students must achieve at least 40% in the examination, at least 50% of the assignment component and an overall mark of 50%.

Contact hours: 1 x 2 hour workshop per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

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## SIT323 – PRACTICAL SOFTWARE DEVELOPMENT

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SCC333, SCC386  
Unit chair: K Ong  
Prerequisite: One of SIT131, SIT153, SIT232 or SIT251  
Contact hours: 1 x 1 hour lecture, 1 x 2 hour practical session per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit complements other software design units in the Bachelor of Information Technology programme. Design units focus on techniques of software design for software systems so they can fulfil client requirements. Complementing this set of skills are coding units that implements a given design. This unit will extend students' skills in implementation so that a given implementation is carried out to professional standards. Twelve topics on advanced techniques of implementation will be covered in this unit and will be set in the modern context of .NET-like environments, databases and the Internet. On completion of this unit, students will acquire the skills required to write industrial-strength code.

### ASSESSMENT

2 assignments (40%, 60%)

### CONTENT

This unit focuses on the building of knowledge and skills in research and development for Information Technology, in particular:

- Knowledge and skills to survey a given topic through literature review, product review, and interviews;
- Knowledge and skills in critical thinking and problem solving through the analysis, design, development, and evaluation of a research and development topic;
- Knowledge and skills in presentation and documentation through formal presentation of a research and development finding in the workshops and writing of the formal report.
- The unit is organised as a number of research and development hot topics; each topic will be led by an active researcher / developer who is an expert on the particular topic. Examples of hot topics are as follows:
  - Network and System Security
  - Security and Privacy in I.T.
  - Cloud Computing
  - Mobile Computing
  - Machine Learning and Data Mining
  - Optimisation and Modelling

### ASSESSMENT

1 x survey report 20%, 1 x formal presentation 20% (for off campus students: powerpoint presentation with voice embedded), 1 x final report (including a weekly activity worksheet) 60%

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## SIT353 – MULTIPLAYER AND NETWORKED GAMES

Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: S Bangay  
Prerequisite: Must have completed 4 units in SIT151, SIT152, SIT153, SIT251, SIT252, SIT253, SIT254, SIT255, SIT352, SIT354  
Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

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## SIT340 – RESEARCH AND DEVELOPMENT IN INFORMATION TECHNOLOGY

Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Unit chair: Y Xiang  
Prerequisite: Nil  
Corequisite: Any two level 2 SIT coded units  
Incompatible with: SIT740

**CONTENT**

The unit starts with an introduction to networking and games discussing the role of networks, a model for packet based communications, networking in games and expected communication patterns. Network components for distributed games are created bottom up from network sockets that reveal the workings of TCP and UDP and building these up to provide mechanisms to address common communication issues such as connection establishment, reliable communication and flow control relevant to the networked game context. The components are matched with the architectures used in multiplayer computer games (MCGs). Client-server and peer-to-peer systems are covered with respect to their implications with regard to network communications.

Networking issues in distributed virtual worlds is used as a model for representation and communication of elements of a virtual environment with regard to communication strategy and data manipulation. Massive MCGs require scaling up to high demand situations by distributing load and adaptive updates. Management of such systems relies on benchmarking of networked games: relating network behaviour to the performance of a MCG and high performance network programming techniques.

Support for the social, economic and political structures that form in MCGs is examined with respect to the influence that it has on multiplayer interaction and networking. These interactions are extended to include mobile game networking which adapts networking patterns to wireless networks and to consider issues of cheating. This is related to the incorporation of social networking and its implications with respect to network architectures in games. Emergence strategies in multi-agent systems provide techniques for encouraging player interactions that produce stable MCGs.

**ASSESSMENT**

Examination 50%, two assignments (20%, 30%) 50%

**SIT354 – REAL-TIME GRAPHICS AND RENDERING**

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Bangay*  
*Prerequisite: SIT204 and one of SIT153, SIT251*  
*Incompatible with: SIT252*  
*Contact hours: 2 x 1 hour lectures per week, 1 x 2 hour practical exercise per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit students will further develop their practical skills and knowledge in game programming and their understanding of software architectures for implementing computer games. Building on their knowledge of C++, as well as maths and physics for games, this unit will cover 3D graphics and visualisation techniques, including representation and use of 3D models, lighting, camera systems, animation of 3D models, graphics APIs and data structures for the creation of complex game environments. Upon completion of this unit students will be able to program complex visual representations of 3D environments using advanced, industry-relevant 3D graphics programming techniques.

**ASSESSMENT**

Examination 50%, one project 20%, three assignments (10% each) 30%

**SIT361 – MULTIMEDIA SYSTEMS AND TECHNOLOGY**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: G Li*  
*Prerequisite: Two SIT level 2 coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or one SIT level 2 coded unit and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*  
*Corequisite: One of SIT363 or SIT262*  
*Incompatible with: MSC301*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The primary focus of this unit is on improving your understanding of digital multimedia, and developing a range of skills to enable you to work effectively with digital images and digital audio. Vector multimedia standards in the form of mark-up languages will be introduced, together with a scripting language that will allow you to quickly process images. A number of different multimedia processing mechanisms are introduced. With this knowledge you will be able to undertake multimedia analyses and processing of complex systems that require some creativity.

**ASSESSMENT**

Examination 60%, three assignments (10% each) 30%, practical test 10%

**SIT362 – ADVANCES IN INTERACTIVE MEDIA**

*Offering information: Not offered as of 2012*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: E Lanham  
Prerequisite: One SIT level 2 coded unit or MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)  
Corequisite: One of SIT261, SIT263, SIT364  
Contact hours: 2 x 1 hour lectures, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Multimedia is one of the most rapidly-developing areas in computing. Developments in hardware technology (such as storage, display systems and networking), in software development environments and in novel application areas are all helping to fuel this growth. In this unit we focus in depth on several issues surrounding the development of a small number of topics, all of which can be regarded as at the leading edge of multimedia. Students will examine the context in which these developments evolved, available alternative technologies and the consequences of their adoption. Such topics currently include high-performance multimedia communications; digital television; video and HDTV; image and video databases; educational applications of multimedia; and integration of multimedia, broadcasting and the Internet. This unit represents the culmination of the multimedia stream. Students will complete project work to demonstrate the application of skills developed during previous multimedia units.

**ASSESSMENT**

Examination 30%, two assignments (20%, 50%) 70%

**SIT363 – AUTHORING OF INTERACTIVE MEDIA**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SCC218, SIT262  
Unit chair: M Campbell  
Prerequisite: Two SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or one SIT coded unit and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)  
Corequisite: SIT161  
Contact hours: 1 x 2 hour practicals per week, 2 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The design and development of multimedia systems involves complex systems analysis and design issues, the application of project management principles, and the integration of diverse content through multimedia authoring. The authoring stage involves bringing together, using appropriate tools, multimedia assets and interaction processes to create a multimedia system. On completing this unit, students will be able to author multimedia content for CD-ROM and online media; work with a variety of multimedia scripting systems; create interactive content; and apply interactivity to existing static content. Topics to be covered include interaction strategies; multimedia authoring issues; interactivity elements; authoring for different media; contrasting authoring technologies; authoring languages and authoring environments; and the application of authored multimedia to courseware, reference or information kiosk material.

**ASSESSMENT**

Examination 40%, assignment 1 (individual work) 15%, assignment 2 (individual work) 20%, assignment 3 (group work) 25%

**SIT364 – MULTIMEDIA DELIVERY SYSTEMS**

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SCC219, SIT261  
Unit chair: G Li*

*Prerequisite: Three SIT coded units (excluding mathematics units coded SIT19-, SIT29-, SIT39-) or two SIT coded units and MSC228 (excluding mathematics units coded SIT19-, SIT29-, SIT39-)*  
*Contact hours: 1 x 2 hour practical, 2 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit has been developed to examine the rapidly evolving principles and techniques that allow us to create and manage complex multimedia environments. We study the techniques for the effective and efficient constructing and delivery of multimedia documents. While a number of document types and delivery systems are examined, most time is devoted to the web-based and disc based multimedia delivery. The compressing techniques and standards for text, images, audio and video, including latest developments in MPEG-7 and MPEG-21 will be covered extensively.

### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

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## SIT374 – PROJECT MANAGEMENT

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 3 (B, X only)*

*EFTSL value: 0.125*  
*Unit chair: K Ong*  
*Prerequisite: One of SIT223 or MSC228, and two SIT level 2 coded units*  
*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers project management within the context of developing information systems in an organisational setting. In particular, it presents project management context and processes; scope, time, cost and quality management; risk management; project teams and resource management; project procurement; and the communication and documentation used through a project's lifecycle.

### ASSESSMENT

Two assignments (30%, 20%) 50%, examination 50%

## SIT377 – ADVANCED NETWORK DESIGN AND ENGINEERING

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Li*  
*Prerequisite: SIT272*  
*Incompatible with: SIT702*  
*Contact hours: 2 x 1 hour lecture, 1 x 2 hour practical class*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

On completion of this unit students will be able to plan, design and configure both local area networks and wide area networks. They will gain thorough knowledge of switching basics and routing concepts and practical knowledge of the use and configuration of network elements such as routers and switches. Students will also be able to effectively administer both local area networks and wide area networks. Topics covered include: hierarchical LAN design for switched Ethernet networks; interconnection elements such as hubs, switches and routers; switching concepts and configuration; the spanning tree protocol and virtual LANs; wireless LAN operation, configuration, and security; WAN design; the point to point protocol (PPP); frame relay; network security and firewall configuration; broadband networks; IPv6; and network troubleshooting. The unit also covers advanced networking concepts such as optical networking, converged networking, virtual private networks, reliability, security and quality of service.

### ASSESSMENT

Two multiple choice tests (20% each) 40%, two practical tests (30% each) 60%.  
 To be eligible to obtain a pass in this unit students must complete all CISCO unit requirements.

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## SIT382 – SYSTEM SECURITY

*Offered at: (B, G, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: W Zhou*  
*Prerequisite: SIT182 and SIT202*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the design, implementation and configuration of system security for operating systems, databases and servers. Web-based system security is also covered with attention given to defence and prevention systems, intrusion detection systems, trace-back systems and computing forensic methods. Practical work will include operating system, platform and database security assessment.

### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

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## SIT384 – CORPORATE COMPUTER AND NETWORK SECURITY

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Chowdhury  
Prerequisite: SIT284  
Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit aims to provide students with theoretical knowledge and practical training in corporate computer and network security. The concepts and issues pertaining to corporate computer and network security threats, communications security protocols and network security standards are discussed. Methods and technologies for securing corporate computer and communications network systems are examined.

### ASSESSMENT

Examination 60%, mid-trimester test 20%, assignment 20%

## SIT392 – PUBLIC-KEY CRYPTOGRAPHY

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L Batten  
Prerequisite: SIT281 or SIT292  
Contact hours: 3 x 1 hour lecture per week, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit studies the development of attack methods on modern cryptographic systems. RSA-based systems are a major focus and a deep analysis of the structure and design of RSA is undertaken in the unit, with a focus on factorization techniques and primality testing. Random number generation, digital signing and forgeries, and elliptic curves are studied briefly. Implementation issues such as speed and memory are included.

### ASSESSMENT

Examination 60%, three assignments (10%, 10%, 20%) 40%. To be eligible to obtain a pass in this unit, students must achieve a mark of at least 40% in the examination.

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## SIT396 – COMPLEX ANALYSIS

*Offered at: (B, G, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: V Mak  
Prerequisite: Two units chosen from SIT291, SIT292, SIT294  
Contact hours: 3 x 1 hour lecture, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit builds on the techniques of applied mathematics developed in level 2 mathematics units and prepares students for continued studies in applied mathematics and investigations of advanced modelling approaches. It addresses the theory and applications of complex number analysis. The topics covered include contour integration, Laurent series, Cauchy's integral formula, classification of singularities,

conformal mappings and residue theory. Applications of residue theory to the evaluation of real integrals are considered.

#### ASSESSMENT

Three assignments (10%, 10%, 20%) 40%, Examination 60%

### SIT399 – ADVANCED TOPICS IN MATHEMATICS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: V Mak*  
*Prerequisite: One of SIT291, SIT292, SIT281, SIT294*  
*Contact hours: 3 x 1 hour lecture per week, 1 x 1 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students taking this unit have an opportunity to see how problems in their area of interest can be solved using modern day mathematical and algorithmic techniques. Optimisation and decision problems considered will include examples from machine scheduling, robotics routing, network design, resource allocation, and information security. Methods covered include linear and integer models, and game theory. Four assignments will be offered and students may choose two of these in their own area of interest.

#### ASSESSMENT

Examination 60%, 2 x assignments (20% each) 40%

### SIT420 – HONOURS – INFORMATION TECHNOLOGY

*Offered at: (B, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### SIT421 – HONOURS – INFORMATION TECHNOLOGY

*Offered at: (B, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### SIT422 – HONOURS – INFORMATION TECHNOLOGY

*Offered at: (B, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### SIT423 – HONOURS – INFORMATION TECHNOLOGY

*Offered at: (B, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Cohort rule: (This unit is restricted to students enrolled in S325, S470)*  
*Prerequisite: Nil*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SIT490 – HONOURS MATHEMATICS

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 1*

*EFTSL value: 0.250  
Cohort rule: (This unit is restricted to students enrolled in S400)  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SIT491 – HONOURS – MATHEMATICS

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 1*

*EFTSL value: 0.250  
Cohort rule: (This unit is restricted to students enrolled in S400)  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SIT492 – HONOURS – MATHEMATICS

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Cohort rule: (This unit is restricted to students enrolled in S400)  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## SIT493 – HONOURS MATHEMATICS

*Offered at: (B, G, X)  
Credit point(s): 2  
Offerings: Trimester 2*

*EFTSL value: 0.250  
Cohort rule: (This unit is restricted to students enrolled in S400)  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SIT701 – INTERNET CORE AND ENTERPRISE ROUTING

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 3*

*EFTSL value: 0.125  
Unit chair: M Li  
Prerequisite: Nil  
Incompatible with: SIT272  
Contact hours: 2 x 1 hour lecture, 1 x 2 hour practical class*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses on the technologies used in constructing a modern network and the routing used within those networks to ensure that data is delivered. In this unit students will learn about the number systems and the mathematics of networks, networking media including installation and testing, cabling of LANs and WANs, operation of Ethernet/IEEE 802 networks, fundamental concepts of switching and routing, subnetting and the TCP/IP model. Students will undertake a study of static routing and dynamic routing protocols. Distance vector and link state routing protocols are considered, and the operation and configuration of RIP, EIGRP, and OSPF protocols are examined in detail. Through practical laboratories students will learn how to construct such networks using Cisco equipment; in particular students will learn how to connect Cisco routers and switchers and to configure routers to operate effectively on a TCP/IP network.

### ASSESSMENT

Two multiple choice tests (15% each) 30%, two practical tests (20% each) 40%, research project 30%. To be eligible to obtain a pass in this unit students must

complete all CISCO unit requirements and at least 40% of the available research project marks.

## SIT702 – ADVANCED NETWORK DESIGN AND ENGINEERING

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Li*

*Prerequisite: SIT701*

*Incompatible with: SIT377*

*Contact hours: 2 x 1 hour lecture, 1 x 2 hour practical class*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

On completion of this unit students will be able to plan, design and configure both local area networks and wide area networks. They will gain thorough knowledge of switching basics and routing concepts and practical knowledge of the use and configuration of network elements such as routers and switches. Students will also be able to effectively administer both local area networks and wide area networks. Topics covered include: hierarchical LAN design for switched Ethernet networks; interconnection elements such as hubs, switches and routers; switching concepts and configuration; the spanning tree protocol and virtual LANs; wireless LAN operation, configuration, and security; WAN design; the point to point protocol (PPP); frame relay; network security and firewall configuration; broadband networks; IPv6; and network troubleshooting. The unit also covers advanced networking concepts such as optical networking, converged networking, virtual private networks, reliability, security and quality of service.

### ASSESSMENT

Two multiple choice tests (15% each) 30%, two practical tests (20% each) 40%, research project 30%. To be eligible to obtain a pass in this unit students must complete all CISCO unit requirements and at least 40% of the available research project marks.

## SIT703 – ADVANCED DIGITAL FORENSICS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: Lei Pan*

*Prerequisite: Nil*

*Contact hours: 1 x 2 hour lecture, 1 x 2 hour practical per week for the first 6 weeks. 1 x 3 hour practical per week from week 7.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit discusses the various options open to organisations to assist them in investigating problems and attacks on their computer systems. A theoretical framework is constructed which enables an organisation to systematically document, analyse and solve identified issues. Legal concerns around identifying and reporting criminal acts are also mentioned.

### ASSESSMENT

Two assignments (20% each) 40%, examination 60%

## SIT704 – ADVANCED TOPICS IN DIGITAL SECURITY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: Y Xiang*

*Prerequisite: Nil*

*Contact hours: 1 x 2 hour practical per week, 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit deals with current topics in digital security including integration of security infrastructure across systems, managing malicious software, and international approaches to system security.

### ASSESSMENT

Two assignments (20% each) 40%, examination 60%

## SIT710 – INDUSTRIAL PLACEMENT 1

Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 1, trimester 2 (from 2013)

EFTSL value: 0.250  
Cohort rule: Must be enrolled in S779  
Unit chair: W Zhou  
Prerequisite: Subject to availability of an industry placement  
Corequisite: SIT712  
Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT797, SIT798  
Contact hours: As organised with the industry and academic supervisor (placement period of 60 working days)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit enables students to complete an industry placement with a relevant organisation. Students will first undertake pre-placement preparations such as presentation and professional communication, report and email writing, workplace ethics, etc. Students are then required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what they have learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during their placement period. The comprehensive assessment system includes pre-placement readiness, the creation of a portfolio and industrial assessment.

### ASSESSMENT

Pre-placement preparation 40%, portfolio 40%, industrial assessment 20%

## SIT711 – INDUSTRIAL PLACEMENT 2

Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 1, trimester 2 (from 2013)

EFTSL value: 0.250  
Cohort rule: Must be enrolled in S779  
Unit chair: W Zhou  
Prerequisite: SIT710 and SIT712 and subject to availability of an industry placement  
Corequisite: SIT713  
Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT797, SIT798

Contact hours: As organised with the industry and academic supervisor (placement period of 60 working days)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit enables students to complete an extended industry placement within a relevant organisation. Students will be required to undertake a body of work giving them extended opportunities to experience first-hand the day-to-day work environment as an IT professional, learn more about the wide range of career outcomes available to IT graduates and apply what they have learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the extended placement period. The comprehensive assessment system includes the development of an extensive portfolio and industrial assessment.

### ASSESSMENT

Portfolio 60%, industrial assessment 40%

## SIT712 – INDUSTRIAL RESEARCH 1

Offered at: (B)  
Credit point(s): 2  
Offerings: Trimester 1, trimester 2 (from 2013)

EFTSL value: 0.250  
Cohort rule: Must be enrolled in S779  
Unit chair: W Zhou  
Prerequisite: Subject to availability of an industry placement  
Corequisite: SIT710  
Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT797, SIT798  
Contact hours: As organised with the industry and academic supervisor

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit allows postgraduate IT students to complete an industry research project through an IT industry placement in an IT organisation. Students will have opportunities to apply and sharpen their knowledge to solve a given problem and meet specific goals. Students will also gain extensive discipline knowledge and skills, develop a high level of professionalism through effective communication and work ethics, and acquire extensive experience in bridging theory and practical problem solving in the real-world. As an industrial research program, the emphasis of the assessment

is on whether students can apply their knowledge of studies to solve real-world problems in an IT-related environment, and to communicate the outcomes in an effective and professional manner.

#### ASSESSMENT

Industry assessment 30%, research report 50%, oral presentation 20%

## SIT713 – INDUSTRIAL RESEARCH 2

*Offered at: (B)*

*Credit point(s): 2*

*Offerings: Trimester1, trimester 2 (from 2013)*

*EFTSL value: 0.250*

*Cohort rule: Must be enrolled in S779*

*Unit chair: W Zhou*

*Prerequisite: SIT710 and SIT712 and subject to availability of an industry placement*

*Corequisite: SIT711*

*Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT797, SIT798*

*Contact hours: As organised with the industry and academic supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit allows postgraduate IT students to complete an in-depth industry research project through an extended IT industry placement in an Information technology environment. Students will have opportunities to apply and sharpen their knowledge to solve a given problem and meet specific goals. Students will also gain extensive discipline knowledge and skills, develop a high level of professionalism through effective communication and work ethics, and acquire extensive experience in bridging theory and practical problem solving in the real-world. As an industrial research program, the emphasis of the assessment is on whether students can apply their knowledge of studies to solve real-world problems in an IT environment, and to communicate the outcomes in an effective and professional manner.

#### ASSESSMENT

Industry assessment 40%, research report 50%, oral presentation 10%

## SIT717 – ADVANCED DATA MINING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SCC717*

*Assumed Knowledge: Knowledge appropriate to the topic.*

*Unit chair: G Li*

*Prerequisite: Nil*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will begin with an introduction to the standard data mining processes such as CRISP-DM, then explain the requirements of business intelligence, in the context of customer relationship management. Methods to be taught in this unit includes variants of association rule discovery (for basket analysis); prediction techniques such as inductive inference of decision trees and Bayes models (for market prediction), clustering techniques such as self-organization maps (for market segmentation), but with emphasis on real world applications. A selection of recent real world business intelligence case studies will be incorporated in this unit to illustrate the introduced techniques.

#### ASSESSMENT

Projects (30%, 50%, 20%) 100%

## SIT725 – ADVANCED SOFTWARE ENGINEERING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SCC725*

*Unit chair: J Hou*

*Prerequisite: SIT771 and SIT773 or equivalent experience in software engineering/software development and project management, OO analysis and design.*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers advanced approaches of applying software engineering to web application development, such as web application formulation and planning, analysis and design models, relationship between UML models and web application designs, and web application testing. The unit will also cover other advanced topics and methodologies in software engineering, as well as recent developments.

**ASSESSMENT**

Two assignments (20% each) 40%, examination 60%

## SIT735 – COMMUNICATIONS NETWORK SECURITY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SCC735*  
*Assumed Knowledge: Computer networks*  
*Unit chair: M Chowdhury*  
*Prerequisite: Nil*  
*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide students with theoretical knowledge and practical training in communications network security. The unit explores concepts and issues pertaining to network security; examines methods and technologies for securing communications network systems; and network security standards. Threat models and vulnerabilities of communications networks as well as mechanisms to circumvent or defend against these attacks are discussed. Cryptographic protocols and practices for communications networks are explained.

**ASSESSMENT**

Examination 60%, two assignments (15% each) 30%, performance in workshop/participation and performance in online discussion forum 10%

## SIT737 – SERVICE ORIENTED ARCHITECTURES AND TECHNOLOGIES

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SCC737*  
*Assumed Knowledge: Operating systems and computer networks*  
*Unit chair: R Doss*  
*Prerequisite: Nil*  
*Contact hours: 2 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit explores the rationale behind the move towards service oriented architectures (SOA) and enabling service oriented technologies. This unit develops in students an understanding of the “service”, the fundamental building block of service oriented architectures. The principles of service design that are required to build a truly service oriented solution logic to achieve the strategic goals associated with SOA and service oriented computing are areas of strong focus within this unit. Students will also be exposed to SOA enabling technologies (such as Web Services) to put into practice their theoretical knowledge through SOA solution design and application development. In addition the fundamentals of distributed computing with particular emphasis on parallel application development will be addressed.

**ASSESSMENT**

Examination 60%, weekly tasks 10%, two assignments (15% each) 30%

## SIT740 – RESEARCH AND DEVELOPMENT IN INFORMATION TECHNOLOGY

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: Y Xiang*  
*Prerequisite: Nil*  
*Incompatible with: SIT340*  
*Contact hours: 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit focuses on the building of knowledge and skills in research and development for Information Technology, in particular:

- Knowledge and skills to survey a given topic through literature review, product review, and interviews;
- Knowledge and skills in critical thinking and problem solving through the analysis, design, development, and evaluation of a research and development topic;
- Knowledge and skills in presentation and documentation through formal presentation of a research and development finding in the workshops and writing of the formal report.
- The unit is organised as a number of research and development hot topics; each topic will be led by an active researcher / developer who is an expert on the particular topic. Examples of hot topics are as follows:
  - Network and System Security
  - Security and Privacy in I.T.
  - Cloud Computing
  - Mobile Computing
  - Machine Learning and Data Mining
  - Optimisation and Modelling

## ASSESSMENT

1 x survey report 20%, 1 x formal presentation 20% (for off campus students: powerpoint presentation with voice embedded), 1 x final report (including a weekly activity worksheet) 60%

## SIT751 – JAVA NETWORK PROGRAMMING

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SCC751  
Assumed Knowledge: Computer networks, object-oriented programming, programming for the Internet  
Unit chair: S Yu  
Prerequisite: Nil  
Incompatible with: SIT371  
Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit focuses on network applications including its design and development in a Java programming environment. Students will learn about the Java programming language as well as skills to develop networked applications using the language and libraries that supported it. Students will begin with an overview of the programming language to see its similarities to other modern OO languages. They are then introduced to basic Java development through the Java applet before students move on to more complex application development requiring an understanding of both low level Java networking facilities such as sockets, Web URLs and datagrams, and higher level object-oriented networking such as Web Services and CORBA. To extend the capability of network programming, other related topics will also be introduced.

## ASSESSMENT

Two assignments (20% each) 40%, examination 60%

## SIT763 – IT SECURITY MANAGEMENT

*Offered at: (B, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SCC763  
Assumed Knowledge: Basic operating system concepts and computer networks  
Unit chair: J Abawajy  
Prerequisite: Nil  
Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

## CONTENT

This unit provides students with a broad view of security policies, models, and mechanisms for confidentiality, integrity, and availability. Topics include operating system models and mechanisms for mandatory and discretionary controls, data models, concepts and mechanisms for database security, basic cryptography and its applications, security in computer networks, web applications and distributed systems and control and prevention of viruses and other rogue programs.

## ASSESSMENT

Examination 60%, project 20%, two assignments (10% each) 20%

## SIT764 – PROJECT MANAGEMENT

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 3 (B, X only)*

*EFTSL value: 0.125*

*Previously coded as: SCC764*

*Assumed Knowledge: General principles of information technology*

*Unit chair: K Ong*

*Prerequisite: Nil*

*Incompatible with: MSC756, SIT374*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit uses the project management body of knowledge (Project Management Institute 2001) framework to present project management in an information systems context. The unit covers project management processes and integration, project scope, time, cost and quality management, risk management, project teams and resources. It also covers areas such as procurement (outsourcing), project communication and documentation.

### ASSESSMENT

Examination 50%, two assignments (20% and 30%) 50%

## SIT771 – OBJECT-ORIENTED DEVELOPMENT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SCC771*

*Unit chair: T Pham*

*Prerequisite: Nil*

*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to designing software by exploring in detail the development of software designs from a problem statement using the techniques of object-oriented analysis and design. The resulting designs are expressed in UML notation. Topics covered

include designing systems with data abstraction, data encapsulation, inheritance, generalisation and specialisation, object-oriented analysis and design techniques, design by contract, design and reusability, and the role of software engineering concepts for managing software development. This unit introduces the concepts of programming languages and object-oriented programming, and provides practical experience in the development of object-oriented programs. The unit examines in detail the relationship between the design of an object-oriented system and its implementation. Concepts covered include language syntax and semantics, classes as templates for objects, method development, implementation of class relationships, constructors and destructors, polymorphism, dynamic memory management, error detection and handling, testing and debugging, terminal and file input/output, and programming modules. In addition to developing new software, students will gain experience in testing, debugging and maintaining existing systems. Professional and ethical issues directly related to the topic are addressed during the unit study.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

## SIT772 – DATABASE AND INFORMATION RETRIEVAL

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SCC772*

*Unit chair: G Li*

*Prerequisite: Nil*

*Incompatible with: MSC703*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will cover two important foundational but related methods for capturing, representing, storing, organising, and retrieving structured, unstructured or loosely structured information. Firstly, the unit will develop an understanding of the fundamentals of data modeling and of database technology. The relational data model will be presented and the functionality provided by implementations of it will be studied. The process of constructing database tables and related entities will be explored in depth. Secondly, we will develop the understanding of information retrieval: the

process of indexing and retrieving text documents. The field of Information Retrieval includes almost any type of unstructured or semi-structured data. Information Retrieval is a critical aspect of Web search engines. We will provide students with an intuition for how search engines work, why they are successful, and to some degree how they fail.

#### ASSESSMENT

Examination 60%, two assignments (20% each) 40%

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## SIT773 – SOFTWARE DESIGN AND ENGINEERING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: H Dai*

*Prerequisite: Nil*

*Incompatible with: MSC705*

*Contact hours: 1 x 2 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

In this unit, students will be introduced to the broad-based concepts of how systems are designed. As to any successful systems, analysis and design is the essential step. Of course, applying the right design methodology also contributes to the success of the system. Therefore, this unit will investigate the different methodologies for different types of systems, including procedural, object-oriented, and real-time systems. In each type of system, their issues will be discussed and shown how a specific methodology addresses them. This appreciation is important in many analyst roles in real life. In fact, there is a big demand for analysts who understand all aspects of information systems in the context of the organisation's business operations. Such analysts are often sought after in major IT consultancy firms.

#### ASSESSMENT

Examination 50%, three assignments (15%, 15%, 20%) 50%

## SIT774 – WEB AND INTERNET PROGRAMMING

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: A Sajjanhar*

*Prerequisite: Nil*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

In this unit, we introduce the Internet, the Web and Java. We also introduce the techniques of creating web content using HTML, XML and JavaScript, and discuss how web servers and browsers provide functionality. The unit focuses on the web and internet programming. Topics include client-side and server-side programming. We briefly introduce basic internet services such as FTP, Telnet, email, news etc. as well as web authoring and programming with editors and converters. HTML is included, covering HTML basics, layout, hypertext links, images, multimedia, image maps, tables, frames, forms, and CGI scripts to design home pages. Finally, we present the future of the internet and the web. Professional and ethical issues directly related to the topic are addressed during the unit study.

#### ASSESSMENT

Examination 60%, two assignments (15%, 25%) 40%

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## SIT775 – IT SERVICES IN ORGANISATIONS

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: G Li*

*Prerequisite: Nil*

*Incompatible with: MSC751*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*



**CONTENT**

In this unit students will study the role of IT services in organisations, and current strategic IT issues. The unit explores strategic management and planning for information technology, competitive advantage, information management, and critical success factors and information resource planning. Professional and ethical issues directly related to the topic are addressed during the unit study. In addition, IT consultancy skills will be developed. These topics will be studied with the use of case studies with some online resources.

**ASSESSMENT**

Examination 60%, two assignments (20% each) 40%

## SIT780 – ESYSTEMS SOFTWARE DEVELOPMENT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Assumed Knowledge: Computer networks, principles of system analysis and design*  
*Unit chair: A Sajjanhar*  
*Prerequisite: Nil*  
*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit explores internet technologies for esystems software development such as, the use of XML schemas including DTD and XSD in creating XML documents, models of distributed computing in the high-level design of esystems, XML web services which is a significant paradigm in distributed computing and the role of open standards, such as SOAP and WSDL, for the development of web services. Methods for the publishing and consuming of web services in B2B systems and the role of content management systems and content delivery systems in esystems and the role of application layer protocols will also be addressed. In addition, there will be a major focus on server-side technologies for esystems such as PHP, J2EE and .net with an emphasis on components development. Security issues in esystems will also be identified. On completion of this unit, students will be able to identify key aspects of esystems and gain practical experience in the use of technologies for the design and development of effective esystems.

**ASSESSMENT**

Examination 60%, two assignments (20% each) 40%

## SIT782 – PRACTICAL PROJECT

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*  
*Assumed Knowledge: General principles of project management and knowledge appropriate to the chosen topic*  
*Unit chair: H Dai*  
*Prerequisite: Nil*  
*Contact hours: As organised with project supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is to complete a research and development project which utilises the analysis, design, development and project management skills which the student has acquired through their studies. The emphasis of the assessment is quite varied, depending upon the type and objectives of each project. The student will be required to fully document all aspects of the project. This unit is normally the final unit to be completed in the Master of Information Technology.

**ASSESSMENT**

Project proposal 10%, interim report 30%, final project deliverables (including oral presentation) 60%

## SIT783 – LINUX AND OPEN SOURCE SOFTWARE

*Offered at: (B, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: S Yu*  
*Prerequisite: Nil*  
*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In this unit students will learn how to apply Linux and open source software in the creation of network routers and firewalls, file servers, web servers, and other network servers. The unit will examine installation and configuration of the Linux operating system, its kernel, basic Unix commands and administration, software deployment, network configuration, DHCP, DNS, firewall

setup, file systems and their configuration, NFS, Samba, printing, Apache, PHP, MySQL, mail services, security, and licensing.

#### ASSESSMENT

Two projects (30% each) 60%, examination 40%

## SIT784 – MOBILE AND UBIQUITOUS COMPUTING

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Assumed Knowledge: Basic operating system concepts and computer networks*

*Unit chair: M Li*

*Prerequisite: Nil*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit aims to provide students with theoretical knowledge and practical training in mobile and ubiquitous computing. The unit explores the technologies which will be used and the issues that must be faced when computer devices become more mobile and ubiquitous. The characteristics of mobile and pervasive applications and the networking technologies that enable them will be discussed. Fundamentals of mobile operating systems, data management, location tracking and context awareness are discussed. Issues such as energy, security and user interface design are discussed. A research project in an area related to mobile or ubiquitous computing is a fundamental party of the unit.

#### ASSESSMENT

Examination 40%, project 40%, two assignments of equal weight 20%

## SIT790 – RESEARCH PROJECT

*Offered at: (B, X)*

*Credit point(s): 4*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.500*

*Cohort rule: Must be enrolled in S779*

*Unit chair: J Abawajy*

*Prerequisite: Completion of MIT requirements with 70% average and subject to availability of supervisors*

*Incompatible with: SIT791, MSC759, MSC760, MSC762, MSC763, SCC716, SIT792, SIT793*

*Contact hours: As organised with the research supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students will be required to undertake an approved study plan related to their individual research interests. This plan will also conform to the following guidelines: literature review in preparation for research; presentation of research colloquia (2); participation in School research seminars throughout the program; completion of a significant piece of research and submission of a research dissertation on this work. A Supervisor will be appointed in consultation with the student to provide guidance and assistance in the conduct of the research. Students may also seek technical advice from any member of staff. Students will be encouraged to work with industry, if appropriate, in undertaking their research project. This unit is normally the final unit to be completed in the Master of Information Technology (Professional).

#### ASSESSMENT

Project proposal 10%, interim Report 30%, final project deliverables (including oral presentation) 60%

## SIT791 – PROFESSIONAL PRACTICE

*Offered at: (B)*

*Credit point(s): 4*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.500*

*Unit chair: K Ong, W Zhou (trimester 3)*

*Prerequisite: Must have successfully completed 12 credit points of study at level 7 and must be enrolled in Master of Information Technology (Professional) S779 or Master of Engineering (Professional) S751.*

*Incompatible with: SCC716, SIT790, SIT792, SIT793*

*Contact hours: As organised with the internship supervisor and the academic supervisor*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is a professional placement which utilises the analysis, design, project management, and communication skills which the student has acquired through their studies. The emphasis of the assessment is varied, depending on the type and objectives of each internship arrangement, including assessment of students' skills on problem analysis, problem solving and project management. Students are expected to spend at least 4 days a week in their industry placement.

### ASSESSMENT

Industry assessment 40%, presentation 20%, portfolio 40%

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## SIT792 – RESEARCH PROJECT PART A

*Offered at: (B, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*

*Previously coded as: SCC716*

*Cohort rule: Must be enrolled in S779*

*Unit chair: W Zhou*

*Prerequisite: completion of MIT requirements with an overall average of 70%. Entry to the unit will be competitively based (on average mark) and subject to the availability of supervisors*

*Incompatible with: SIT790, SIT791, MSC760, MSC759, MSC763*

*Contact hours: As organised with the research supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will undertake an approved study plan related to their individual research interests. This plan will conform to the following guidelines: literature review in preparation for research; two presentations of research colloquia; participation in school research seminars throughout the program; completion of a significant piece of research; and submission of a research dissertation on this work in the following trimester in SIT793. A Supervisor will be appointed to provide guidance and assistance in the conduct of the research, but students may also seek technical advice from any member of staff. Students will also be encouraged to

work with industry, if appropriate, in undertaking their research project. The student must continue research under SIT793, to gain credit and complete the Master of Information Technology (Professional).

### ASSESSMENT

Oral presentation 10%, mid-term report 30%, final report 60%

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## SIT793 – RESEARCH PROJECT PART B

*Offered at: (B, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*

*Unit chair: W Zhou*

*Prerequisite: completion of MIT requirements with an overall average of 70% and SIT792. Entry to the unit will be competitively based (on average mark) and subject to the availability of supervisors*

*Incompatible with: SIT790, SIT791, MSC760, MSC762, MSC759, MSC763*

*Contact hours: As organised with the research supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Students will continue the work commenced in SIT792, culminating in submission of a research dissertation.

### ASSESSMENT

Oral presentation 10%, mid-term report 30%, thesis 60%

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## SIT794 – SERVICES MANAGEMENT

*Offered at: (B, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: R Doss*

*Prerequisite: Nil*

*Contact hours: 1 x 1 hour lecture per week, 1 x 2 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The growth and globalisation of services requires a rethink of services management strategies. This unit is the cornerstone unit of the IT Services specialism and introduces an inter-disciplinary approach to services management and the development of the critical skills required to succeed in a services-led economy. Students will develop an understanding of the “science” of services with topics addressed including, the role of services in the economy, the nature of services and the service strategy. The design and management of service enterprises and service operations are covered with particular emphasis on the role of technology in services and service entrepreneurship. In addition, capacity planning and queuing models and the management of capacity, demand and waiting lines will be discussed. This unit aims to bring together ongoing work in computer science, operations research, business strategy, management sciences and social and cognitive sciences and will include detailed case studies and relevant theoretical perspectives including the latest developments in services science.

**ASSESSMENT**

Project 50%, examination 50%

**SIT797 – RESEARCH PROJECT 1**

*Offered at: (B)*

*Credit point(s): 4*

*Offerings: Trimester 1, trimester 2 (from 2013)*

*EFTSL value: 0.500*

*Cohort rule: Must be enrolled in S779*

*Unit chair: K Ong*

*Campus contact: As organised with the research supervisor*

*Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT712, SIT713*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The aim of this unit is to provide preliminary research training for postgraduate IT students interested in further research studies (ie. PhD) in the field of Information Technology. The student will pursue a specific IT research question of their interest. The student will be guided by a research supervisor who will train the student in the conduct of research so as to answer the specific research question. A typical research plan will include the identification and formulation of a research question, the undertaking of background research to produce a literature survey, the presentation of research colloquia and training in various research skills and tools such as on-line

databases, bibliographical tools, writing skills, searching and reviewing skills. Finally, postgraduate IT students will be trained to develop good scholarly writing skills through the completion of a written literature survey.

**ASSESSMENT**

Problem formulation 30%, research presentation 10%, literature review 60%

**SIT798 – RESEARCH PROJECT 2**

*Offered at: (B)*

*Credit point(s): 4*

*Offerings: Trimester 1, trimester 2 (from 2013)*

*EFTSL value: 0.500*

*Cohort rule: Must be enrolled in S779*

*Unit chair: K Ong*

*Prerequisite: SIT797*

*Incompatible with: SIT790, SIT791, SIT792, SIT793, SIT712, SIT713*

*Contact hours: As organised with the research supervisor*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The aim of this unit is to provide training in the conduct of research so as to prepare postgraduate students for further research studies such as a PhD degree in the field of Information Technology.

In this unit the student pursues a specific research question of their interest. The student will be guided by a research supervisor who will train the student in the conduct of research so as to answer the specific research question. The student will continue the research work from his/her findings following the background research completed in the pre-requisite unit. Under the academic supervisor's guidance the student will conduct research work according to the research methodology selected. The student will also learn how to collect and analyse results as well as complete a research dissertation. In addition, postgraduate IT students will be exposed to other research activities including research seminars and research presentation.

**ASSESSMENT**

Research presentation 20%, interim report 20%, dissertation 60%

## SLE010 – LABORATORY AND FIELDWORK SAFETY INDUCTION PROGRAM

*Offered at: (B, G, W)*

*Credit point(s): 0*

*Offerings: Trimester 1, trimester 2, trimester 3\**

*EFTSL value: 0.000*

*Previously coded as: SBS010*

*Cohort rule: SLE010 Laboratory and Fieldwork Safety Induction Program is a co-requisite for students enrolled in all SLE-coded units, except units without fieldwork or laboratory component(s). Trimester 3 enrolments are restricted to students enrolled in Trimester 3 SLE-coded units with fieldwork or laboratory component(s).*

*Unit chair: K Lim*

*Prerequisite: Nil*

*Contact hours: 1 compulsory 50-minute safety training session conducted at the beginning of trimester*

*Note: \* Students are strongly advised to complete SLE010 in Trimester 1. For the Warrnambool campus, there is generally only one training session in Week 1 of trimester. For the Burwood and Geelong campuses, multiple Trimester 1 sessions are held during Orientation Week. See the Orientation Week program or the Faculty of Science and Technology Safety Induction Program website for more details. Trimester 3 enrolments are restricted, please contact your course advisor.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This zero credit point unit is a program of safety information for students involved in scientific laboratory work and fieldwork. The program encompasses biological and chemical hazards, building evacuation procedures, laboratory accident management and first aid procedures and safety work procedures particular to laboratory and fieldwork.

### ASSESSMENT

This unit is assessed on a pass/fail basis. Multiple-choice on-line examination (60 minutes) 100%. To be eligible to obtain a pass in this unit, students must achieve a minimum mark of 70%. Multiple attempts of the on-line assessment are permitted.

## SLE101 – TECHNIQUES IN ENVIRONMENTAL SCIENCE

*Offered at: (B)*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQB122, SQE131*

*Unit chair: A Veenstra*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Incompatible with: SQB122, SQE131*

*Contact hours: 2 x 1 hour lectures per week, 1 x 3 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit emphasises skills for the collection of environmental data in the field. Field skills developed will include animal and/or plant identification and the use of keys, field survey and monitoring methods, and quantitative assessment techniques. Methods for the analysis of environmental data, interpretation and presentation will also be covered. Newer techniques such as global positioning systems (GPS), geographic information systems (GIS) and remote sensing will be discussed.

### ASSESSMENT

4 x assignments (10% each) 40%, group report 20%, 2 x class tests (20% each) 40%

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## SLE102 – PHYSICAL GEOGRAPHY

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQA102*

*Unit chair: M Warne*

*Campus contact: M Warne (B), J Sherwood (G)*

*Prerequisite: Nil*

*Contact hours: 3 x 1 hour lectures/tutorials per week, 3 x 3 hour practicals per trimester and 1 x 1 hour workshop per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will examine interactions between the major components of planet Earth – the geosphere, hydrosphere, biosphere and atmosphere. A particular emphasis is placed on the study of natural disasters and extreme natural events. Major topics will include the formation and subsequent evolution of the earth; plate tectonics; soils, weathering and erosion; the hydrological cycle – including interactions between oceans, rivers, groundwater and polar ice; Earth weather. Minor topics will include studies in the origin of the universe and solar system; the relationship between earth landforms and climate, global environmental change and the earth's energy and mineral resources.

**ASSESSMENT**

Two class tests (30% each) 60%, three online practical quizzes (10% each) 30%, poster 'communication' assignment 10%

The content will include:

1. Key concepts involved in scientific enquiry
2. Climate systems and the impact of human activity on these systems.
3. The concept of energy as a means of power for humans, as well as the driving force behind life on earth.
4. The role science plays in environmental sustainability
5. The field of Ecology as a way of investigating the natural environment.

**ASSESSMENT**

Assignments (1 x 10%, 1 x 20%) 30%, oral presentation 10%, class test 25%, examination 35%

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## SLE103 – ECOLOGY AND THE ENVIRONMENT

*Offered at: (B, G, W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SQA101*

*Unit chair: J McBurnie*

*Prerequisite: Nil*

*Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides an introduction to the discipline of science, and key science ideas, with a specific focus on investigations into environmental issues relevant today. The aim of the unit is to support students' understanding of the nature of science and the methods of science using a systems framework. The unit will have a major focus on the science underlying issues impacting society today including climate systems and ecological systems.

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## SLE104 – THE BLUE PLANET: WATER AND LIFE

*Offered at: (W)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SQP101*

*Unit chair: D Ierodiaconou*

*Prerequisite: Nil*

*Corequisite: SLE010*

*Contact hours: 2 hours of lectures per week, 4 x 1.5 hour tutorials per trimester, 4 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit includes: the distribution of water on earth; the physical structure of the world ocean and processes governing ocean currents, waves and tides; the nature of light and sound propagation in water, the ecological importance of these energy forms and how they can be used to survey the marine environment; density, viscosity buoyancy and stratification; weather, oceans and climate; coastal processes of erosion and marine deposition; Hydrological and physical processes in Lake systems; physical and chemical processes in various marine environments; extreme marine habitats; appropriate aquatic science field and laboratory measurements.

**ASSESSMENT**

1 x research assignment/essay 20%, 1 practical/fieldwork assignment 30%, 2 x tests 20%, examination 30%

## SLE105 – AQUATIC POLLUTION

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQP105  
Unit chair: J Mondon  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will introduce students to the nature of pollution in today's industrialised and industrialising world. The unit will investigate the global nature of pollution, its sources, transport and ecological effects. All the main groups of pollutants will be covered. Concepts will be illustrated by case studies and by guest lectures delivered by Deakin University staff and members of the wider scientific community (subject to availability). The unit will be delivered in three self-contained modules: Transport and behaviour explores the basic models of pollution, classification of hazardous substances, physical processes of pollution transport and dispersal in air, water and in soil, and an introduction to aquatic toxicology. Organic pollutants introduces students to the nature, sources, and aquatic ecosystem effects of organic pollutants, including naturally occurring organic contamination. Inorganic pollutants discusses the nature, sources, and aquatic ecosystem effects of inorganic pollutants, including metallic pollutants, radionuclides and other inorganic pollutants.

### ASSESSMENT

Three tests (20% each) 60%, two written assignments (15%, 25%) 40%

## SLE106 – ESSENTIAL SKILLS IN MARINE AND FRESHWATER SCIENCE

Offering information: Not offered in 2013

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQP106  
Unit chair: P Jones  
Prerequisite: Nil  
Corequisite: SLE010

Contact hours: 2 x 1 hour lectures per week; 4 x 3 laboratory/fieldwork activities, 1 x 3 hour library skills workshop, 1 x 3 hour computer skills workshop per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an experiential program in which students will acquire some of the practical and professional skills required by marine and freshwater scientists working in aquatic ecosystems. The core professional skill to be developed is that of writing a scientific research report. Practical skills development will also underpin the unit and will include scientific methodology, publication review, sampling design, data analysis and presentation, and field and laboratory instrument use. These skills will be developed during a multidisciplinary study of the factors influencing the spatial and temporal variability of zooplankton in the Hopkins River estuary.

### ASSESSMENT

Examination 50%, fieldwork report 50%

## SLE111 – CELLS AND GENES

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBB111  
Unit chair: P Beech  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 5 practical classes (3 x 2 hour, 2 x 3 hour) per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will introduce students to the characteristics of life. The structure and function of cells will be examined including cell reproduction, membrane organization, cell communication and cell metabolism. Classical and molecular aspects of genetics will be examined including patterns of inheritance, molecular structure of DNA, mechanisms and control of gene expression and the basic principles of DNA technology. Genetic control of development of multicellular organism will be introduced.

**ASSESSMENT**

Class test 20%, examination 50%, practical exercises 30%

trimester 2, 1 x 4 day field trip, 3 x 2 hour tutorials per trimester

*Note: Unit quota applies. Students may be required to meet their own expenses on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SLE112 – FUNDAMENTALS OF FORENSIC SCIENCE

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBF111  
Unit chair: M Harvey  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 3 x 2 hour practical sessions per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit includes a general introduction to forensic science including an overview of forensic science in Australia; principles of forensic science including Locard's Exchange Principle, Principle of Individuality, comparative analysis, class and individual characteristics; overview of the forensic process from crime scene to court; introduction to forensic analysis including chemical, biological and physical techniques; introduction to the legal system including how law is developed, criminal vs. civil law, the laws of evidence.

**ASSESSMENT**

Two class tests (25% each) 50%, two assignments (10% each) 20%, three laboratory reports (10% each) 30%

**CONTENT**

Introduction to Parks and Wildlife Conservation provides students with the opportunity to experience first-hand the issues associated with park management. This unit introduces students to an interdisciplinary approach to managing parks and reserves and legislation associated with park management. The unit includes a field trip to Cape Conran Coastal Park where students gain first-hand experience using different field techniques and how to apply these techniques to park management situations.

**ASSESSMENT**

Park visitor observations 20%, field trip report 40%, topic test 40%

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## SLE115 – ESSENTIAL SKILLS IN BIOSCIENCE

*Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L Bräu  
Prerequisite: Nil  
Incompatible with: SLE113, SLE141  
Contact hours: 1 x 2 hour lecture and 1 x 1 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is the first of a sequence of professional practice units designed specifically for students in the first year of biosciences. The unit will focus on development of generic skills and will draw upon and extend the scientific content of other core first year units and utilise this context for skill-building exercises. These exercises will include data analysis and presentation, library research methods, scientific writing and referencing, mathematics and statistics.

**ASSESSMENT**

Mid-trimester test 20%, three assignments (3 x 10%) 30%, examination 50%.

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## SLE114 – INTRODUCTION TO PARKS AND WILDLIFE CONSERVATION

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQE114  
Unit chair: R Cooke  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: Intensive 5-day lecture series in the three-week period prior to the commencement of*



## SLE121 – ENVIRONMENTAL SUSTAINABILITY

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQE121  
Unit chair: J McBurnie  
Prerequisite: Nil  
Contact hours: 2 x 1 hour lectures and 1 x 2 hour workshop per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The aim of SLE121 is to examine the scientific, social and cultural factors that are all integral components of Environmental Sustainability, on International, National and Local scales. This will necessitate a review of what definitions of sustainability there are and how they inter-relate in regards to environmental, social and economic management. The unit aims to develop the ability to: appreciate the diversity and complexity of environmental issues, identify environmental impacts due to human activities, appreciate the range of stakeholders and their viewpoints in relation to particular issues, understand the necessary measures and associated problems in achieving effective sustainable environmental management and understand the principles and applications of sustainable development.

### ASSESSMENT

Group presentation ancient civilisations 15%, natural resource research project 30%, individual sustainability exercise 20%, class test 35%.

## SLE131 – PRINCIPLES OF CHEMISTRY

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBC131  
Unit chair: K Lim  
Prerequisite: The equivalent of Australian year 10 science and mathematics is assumed prior knowledge. A study of year 12 high-school chemistry and year 11 mathematics is helpful, but not essential for this unit.  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 1 x 1 hour tutorial per week, 5 x 3 hour laboratory practicals per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will introduce students to the language and basic concepts and skills of chemistry required for future studies in biology, biomedical science, biotechnology, chemistry, food science, forensic science, materials science, nanotechnology, science education and wine science. Topics include the language of chemistry, electronic structure of atoms, molecules and bonding, chemical calculations, gases, molecular interactions, solutions, energy, equilibrium, acids, bases and buffers.

### ASSESSMENT

Online quizzes 25%, laboratory exercises 25%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 50% in the laboratory component.

## SLE132 – BIOLOGY: FORM AND FUNCTION

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBB132  
Unit chair: D Cahill  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week and 6 x 3 hour practical classes per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an introduction to animal and plant systems. The first topic explores the relationships between animal structures and their functions, and investigates the physiological processes that enable animals to adjust to environmental changes. Some basic principles of animal behaviour will be introduced. The second topic examines the structure and functions of plants and will include morphology and growth, reproductive biology, nutrient acquisition and transport, and biotechnology. While the focus is on flowering plants, other plant groups and the non-plant eukaryotes fungi and algae will be discussed.

### ASSESSMENT

Class test 20%, examination 50%, practical exercises 30%

## SLE136 – HISTORY OF LIFE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQE136  
Unit chair: G Shi  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture per week, 1 x 3 hour practical per fortnight

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to the history of life on earth, including its development and survival into the future, through our knowledge of the fossil record. Subject matter within the unit will include the origin of life on earth and its earliest development from 4.0 to 3.5 billion years ago, an introduction to the science of palaeobiology, dating the fossil record, the age of bacteria, the rise of animals and the age of invertebrates, the rise of fishes and the invasion of the land by plants and animals, the rise of tetrapods and the ages of dinosaurs and mammals, the age of Homo, evolving biodiversity and the science of extinctions.

### ASSESSMENT

Five assignments (10% each) 50%, final test 50%

## SLE144 – MARINE AND FRESHWATER BIODIVERSITY

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB142, SQB144  
Unit chair: T Matthews  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures per week, 3 x 3 hour practicals per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an introduction to the diversity of marine and freshwater life. Lectures and fieldwork exercises are designed to help students develop an understanding of how aquatic plant and animal

communities differ between marine, estuarine and freshwater environments and how these organisms cope with a constantly changing environment.

### ASSESSMENT

Two class tests (30% each) 60%, one practical report 40%

## SLE151 – BIODIVERSITY: A GLOBAL PERSPECTIVE

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB143, SQB151  
Unit chair: E Ritchie  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures, 1 x 2 hour practical per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: Extinction; speciation; rarity and threatened species; conservation strategies; plant and animal diversity; threatening processes; human cultural attitudes to wildlife exploitation and conservation; genetic diversity and molecular techniques in biodiversity conservation.

### ASSESSMENT

Assignments (1 x 10%, 2 x 15%) 40%, oral presentation 10%, examination 50%

## SLE152 – CHEMISTRY OF LIFE

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBC152  
Unit chair: K Lim  
Prerequisite: One of SBC131 or SLE131  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 5 x 3 hour laboratory practicals per trimester, 1 x 1 hour tutorial per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit builds upon previous concepts and skills of chemistry introduced in SBC131/SLE131 to further prepare students for studies in biology, biomedical science, biotechnology, chemistry, food science, forensic science, materials science, nanotechnology, science education and wine science. This unit integrates oxidation and reduction, chemical kinetics, the language of pictography of (bio)organic chemistry, stereoisomerism, fundamental classes and reactions of (bio)organic compounds, and spectroscopy. This unit is also suitable for students in related fields such as bioinformatics, criminology, environmental science, general science and science journalism.

### ASSESSMENT

Online quizzes 25%, laboratory exercises 25%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 50% in the laboratory component.

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## SLE161 – AQUACULTURE AND THE ENVIRONMENT

*Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQB161  
Unit chair: P Jones  
Prerequisite: Nil  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures per week; 5 x 3 hour practicals, 2 x 6 hour fieldwork activities.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will familiarise students with: general principles of aquaculture; global trends in aquaculture and wild fisheries production; the inter-relationship between species biology, production scale and culture system complexity; an overview of the various impacts that current aquaculture practices can have on the environment; and various farm certification processes. Topics to be addressed include: history of aquaculture; current world status including Australia-consumption and production trends; problems and constraints to development; extensive – intensive production theory and the concept of a sustainable production system; a detailed examination of the positive and negative

impacts on the environment of various aquaculture practices; environmental impact assessments and legislation framework; organic aquaculture; ethical issues in aquaculture; final eating quality of farmed fish and seafood products and the future of world aquaculture.

### ASSESSMENT

Assignment 30%, practical 40%, examination 30%

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## SLE162 – MARINE AND COASTAL ENVIRONMENTAL INTERPRETATION

*Offered at: (W Intensive)  
Credit point(s): 1  
Offerings: Trimester 3*

*EFTSL value: 0.125  
Previously coded as: SQB162  
Unit chair: A Bellgrove  
Prerequisite: Nil  
Contact hours: Intensive mode short course taught over 5 days at the Warrnambool Campus.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will introduce students to the foundations of marine and coastal environments; marine and coastal biodiversity and conservation issues. Students will engage with the principles of environmental interpretation from the perspective of the marine and coastal environment. In doing so, students will be equipped with the skills to undertake a broad range of environmental interpretation activities with a range of audiences and interpretive media. This unit has no assumed knowledge of marine biology, and is suitable for any students with a passion for the environment and motivation to make a difference. The skills and knowledge learnt in this unit are applicable to other environments and students from non-science disciplines (e.g. education).

### ASSESSMENT

Two assignments (40%, 60%)

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## SLE201 – SOCIETY AND ENVIRONMENT

*Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SQA201*  
*Unit chair: K Miller*  
*Prerequisite: Nil*  
*Corequisite: Must be enrolled in S320, S321, S382, S393, S398 or S399.*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: This unit is a wholly online unit; there will be no face to face teaching. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit takes an holistic approach to the social and institutional context of the environmental sciences, examining environmental issues from the perspectives of government, industry, communities and individuals. Social research methods are explained and assessed; and the human dimensions (values, attitudes, behaviours) of environmental issues are examined. Tools and strategies for fostering environmentally sustainable behaviours, resolving environmental conflicts and disputes and participating effectively in decision-making processes are examined. Key themes will be developed and explored using case studies drawn from Australia and overseas.

### ASSESSMENT

Social research project 35%, community participation report 35%, online discussion 10%, online test 20%

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## SLE202 – LANDSCAPE EVOLUTION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: N Porch*  
*Prerequisite: SQA102 or SLE102*  
*Incompatible with: SQB341, SQE347*  
*Contact hours: 1 x 2 hour lectures per week, 6 x 3 hour practicals per trimester (which includes a full day field trip to the Mornington Peninsula)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will include an introduction to soil classification and identification, studies on earth surface processes that influence landform development, and on general geomorphic systems. It will also involve a detailed study of rock types and a basic study of geological structures. Further it will examine techniques used in the assessment of the landscape palaeo-environmental history, and the contribution that this information / data has to climate change science. This unit will also involve detailed studies of geo-scientific maps (i.e. geological, regolith and soil maps), and of geophysical remote sensed imagery applicable to geo-environmental problems.

### ASSESSMENT

Three practical reports (20% each) 60%, examination 40%

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## SLE203 – PLANT BIOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SBB203*  
*Unit chair: M Gibson*  
*Prerequisite: One of SBB111, SLE111, SBB132, SLE132, SQA101, SLE103, SQB151 or SLE151*  
*Corequisite: SLE010*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour lecture per week, 6 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Plant diversity in an Australian context is examined with emphasis on plant structure and function, growth and development, ecophysiology, floral structure and identification, taxonomy and nutrition. Ecophysiology is examined in terms of adaptations to environment in the context of Climate Change. The fungi, lichens and benthic marine macroalgae also are examined. Ethnobotany forms a module within the unit.

### ASSESSMENT

Practical work (assignment 1 – 10%, assignment 2 – 20%) 30%, practical test 30%, examination 40%

## SLE204 – ANIMAL DIVERSITY

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SBB204*  
*Unit chair: A Veenstra*  
*Prerequisite: One of SBB111, SLE111, SBB132 or SLE132*  
*Corequisite: SLE010*  
*Contact hours: 3 x 1 hour lectures per week, 6 x 3 hour practical classes per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This course of animal evolution is illustrated by examining aspects of the biology of a range of animal phyla. Major themes are: the development of multicellularity; important aspects of body plan including body layers, body cavities and metamerism; segmentation; and adaptation to particular environments and lifestyles. The evolutionary succession of major invertebrate and vertebrate animal groups is discussed.

### ASSESSMENT

Practical test 30%, pre-lab tests 10%, mid-trimester test 20%, examination 40%

## SLE205 – VERTEBRATE STRUCTURE, FUNCTION AND EVOLUTION

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB205*  
*Unit chair: A Veenstra*  
*Prerequisite: One of SBB204, SLE204, SQB220 or SLE220*  
*Corequisite: SLE010*  
*Contact hours: 2 x 1 hour lecture per week, 5 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to enable students to: gain an understanding of the major anatomical and functional developments throughout vertebrate evolution and their influence on the life history characteristics, ecology and diversity of this animal group; further develop skills in analysing, interpreting and critically evaluating scientific data; and gain experience in writing scientific reports and making an oral presentation.

### ASSESSMENT

Practical class tests 15%, oral presentation 25%, 2 x class tests (30% each) 60%

## SLE206 – MOLECULAR CELL BIOLOGY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB206*  
*Unit chair: L Ackland*  
*Prerequisite: SBB111 or SLE111*  
*Corequisite: SLE010*  
*Contact hours: 3 x 1 hour lectures per week, 4 x 3 hour practical classes per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will include coverage of the following topics: universal features of cells; diversity of genomes; origin of eukaryotic cells; the structure of DNA and chromosomes; DNA replication and gene expression; the cell membranes; membrane transport; intracellular compartments and protein sorting; vesicular trafficking; mitochondria and chloroplasts; cell communication; the cytoskeleton; the cell cycle and apoptosis; cell division; cell junctions.

### ASSESSMENT

Two tests (10% each) 20%, practical report 40%, examination 40%

## SLE207 – ENVIRONMENTAL PLANNING AND IMPACT ASSESSMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE202*  
*Cohort rule: Must be enrolled in S320, S321, S348, M348, S382, S393, S398 or S399.*  
*Unit chair: K Miller*  
*Prerequisite: One of SQA101, SLE103, SQE121 or SLE121*  
*Incompatible with: SEV318, SQE315, SLE319*  
*Contact hours: 1 x 2 hour lecture per week, 7 x 4 hour practicals over 12 week trimester*

*Note: Unit quota applies. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides an introduction to land use planning and environmental impact assessment. In particular, the unit examines strategic and statutory planning for sustainable cities, nature conservation, industry and heritage, examining current roles and responsibilities of government agencies, interest groups and communities at international, national and local levels. Current legislative and administrative procedures in Victoria are evaluated and compared with procedures in other states and countries. The unit also examines environmental impact assessment techniques and the role of impact assessment in the planning system.

### ASSESSMENT

Examination 30%, three assignments (25%, 25%, 20%)  
 70%

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## SLE208 – FORENSIC BIOLOGY

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBF208*  
*Unit chair: M Harvey*  
*Prerequisite: Any four level one units*  
*Corequisite: SLE010*  
*Contact hours: 2 x 1 hour lectures per week, 3 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on a range of biological topics relevant to forensic science, which will include forensic serology, botany, entomology, biological techniques other than DNA analysis, and modern approaches to DNA analysis.

### ASSESSMENT

Final examination 45%, mid-trimester test 25%, case report 15%, PowerPoint presentation on a topic of interest 15%

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## SLE211 – PRINCIPLES OF PHYSIOLOGY

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2 (G only)*

*EFTSL value: 0.125*  
*Previously coded as: SBB211*  
*Unit chair: J West (Trimester 1), K Venardos (Trimester 2)*  
*Prerequisite: One of SBB111, SLE111, HBS109, SBB132 or SLE132*  
*Corequisite: SLE010*  
*Incompatible with: SBB232*  
*Contact hours: 3 x 1 hour lectures per week, 5 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the basic language and concepts of physiology in relation to the function of humans. The unifying theme throughout this unit is homeostasis. Physiology is investigated as a group of interacting systems, each of which itself has a number of structural and functional levels of organisation. Topics include homeostasis and the internal environment, the nervous system, skeletal and smooth muscle physiology; and gastrointestinal, endocrine and reproductive physiology.

### ASSESSMENT

Practical work (3 x 10%) 30%, mid-trimester test 20%, examination 50%

## SLE212 – BIOCHEMISTRY

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBB212  
Unit chair: S Linton  
Prerequisite: One of SBC152 or SLE152  
Corequisite: SLE010 and recommended study of SBB111 or SLE111  
Contact hours: 3 x 1 hour lectures per week, 5 x 3 hour practical classes per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit covers the chemistry of amino acids including acid-base equilibria, amino acid analysis and determination of the amino acid sequence of proteins. It also provides a general account of proteins and enzymes including structure, specificity, mechanism of action and control. Other topics covered include: Michaelis-Menten kinetics, coenzymes, allosteric enzymes and enzyme nomenclature; introduction to carbohydrates and lipids with emphasis on structure/function relationships; principles of bioenergetics; nucleic acids, nucleotides, protein synthesis and control; and molecular biology and intermediary metabolism.

### ASSESSMENT

Examination 40%, practical work 40%, mid-trimester test 20%

## SLE213 – INTRODUCTION TO SPECTROSCOPIC PRINCIPLES

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBC211  
Unit chair: N Barnett  
Prerequisite: One of SBC131, SLE131 and one of SBC152, SLE152 plus any two other level 1 units.  
Corequisite: SLE010  
Incompatible with: SBC231  
Contact hours: 2 x 1 hour lectures per week, 4 x 4 hour practical class per trimester.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Spectroscopy, in its many and varied forms, is employed extremely widely in all areas of the physical, natural and life sciences. Consequently, this unit provides an introduction to the fundamental principles and applications of modern spectroscopy incorporating both the elucidation of molecular structure and the determination of chemical concentration. Areas of study will include the following: electromagnetic radiation and the mechanism of its interaction with matter; derivation, applications and limitations of the Lambert-Beer Law; interpretation of nuclear magnetic resonance, infrared and mass spectra of molecules; basic theory of molecular and atomic electronic absorption; instrumentation for molecular ultraviolet/visible and flame atomic absorption spectrophotometry.

### ASSESSMENT

Three class tests (25% each) 75%, practical exercise (four laboratory sessions – single report) 25%

## SLE214 – ORGANIC CHEMISTRY

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBC214  
Unit chair: F Pfeffer  
Prerequisite: One of SBC131, SLE131 and one of SBC152, SLE152 plus any two other level 1 units.  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures and 1 x 1 hour tutorial per week, 4 x 4 hour practical classes per trimester.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit encompasses the typical reactions and interconversions of the common functional groups (alkenes, alkynes, benzene, alkyl halides, alcohols, ethers, amines, carboxylic acids and carboxylate derivatives) as well as theoretical aspects of organic chemistry (including structure, bonding, resonance, stereochemistry and the mechanisms that underpin the interconversions).

### ASSESSMENT

Three class tests (20% each) 60%, practical work 30%, literature based assignment 10%. To be eligible to obtain a pass in this unit, students must achieve at least 50% in the practical component.

## SLE215 – ECOTOURISM AND INTERPRETATION

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQE212  
Unit chair: G Wescott  
Prerequisite: Nil  
Contact hours: 1 x 3 hour practical/lecture per week

Note: This unit has a quota applied. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Ecotourism is a rapidly expanding field of tourism globally, and given society's growing interest in the environment, coupled with increased access into remote areas, this field of tourism is anticipated to grow. In this unit we critically examine the key components of ecotourism, with a view to exploring what ecotourism delivers in relation to what many expect from it. Interpretation, one key element of ecotourism is investigated in detail, using case studies involving cultural and natural heritage to understand the effectiveness of different interpretative techniques, namely face to face and written forms of interpretation. Wildlife tourism is also examined in detail during this unit. Wildlife tourism, perceived by many as a form of ecotourism, is another rapidly expanding field within the tourism sector. During this unit students will analyse wildlife-human interactions and the associated impacts in relation to changes in wildlife behaviour and responses. The management of negative interactions will be explored and any negatives will be examined in relation to social and economic benefits/costs to host communities.

### ASSESSMENT

Book review 30%, Ecotour design and communication 30%, management plan proposal 40%

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## SLE217 – AQUACULTURE NUTRITION AND SEAFOOD QUALITY

Offering information: Not offered until 2013

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQB262  
Unit chair: P Jones

Contact hours: TBA

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include:

- History of aquaculture
- Extensive – Intensive production theory and the concept of a sustainable production systems
- General overview of aquaculture systems
- Environmental impact assessments (EIA) and legislation framework (EPA, HACCP, AQIS, etc.)
- Negative impacts of aquaculture on the environment (eg. waste production, clearing native vegetation, coastal zone destruction, competition with user groups, transgenics and GMO concepts, disease introduction, predator eradication, toxic algal blooms, exotic introductions, genetic integrity of wild stocks, impacts on wild fisheries, fish meal and fish oil resources, chemical residues, antibiotic use, biosecurity issues, societal displacements etc.)
- Positive impacts of aquaculture on the environment (eg. nutrient stripping in eutrophic systems, food security for developing nations, foreign exchange potential, restocking of wild fisheries, subsistence aquaculture, food availability, nutritional value of cultured products, employment opportunities etc.)
- Impact continuum of aquaculture and triple bottom line (social, economic and environmental impact balance) balance sheet
- Role of government and non-governments organisations (eg. Aquaculture Certification Council) in establishing “Best Practice Management Guidelines” and overseeing the certification process
- The future of world aquaculture

### ASSESSMENT

Assignment, 40%, Practicals 20%, Examination 40%

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## SLE220 – WILDLIFE ECOLOGY

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB220  
Unit chair: E Ritchie  
Prerequisite: One of SQA101, SLE103, SBB132 or SLE132  
Contact hours: 1 x 1 hour lecture, 1 x 2 hour lecture per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.



**CONTENT**

The objectives of this unit are to enable students to develop a strong understanding of theoretical population ecology. Students will cover areas such as: animals as individuals, animals in populations, dispersal, resources, limiting factors and regulating mechanisms, competition, predation and population estimation. An understanding of these areas will then be used to examine how we currently manage wildlife populations. Different approaches to wildlife management will be discussed in relation to theoretical population ecology. Students will then be encouraged to critically examine our current management practices and attempt to develop their own philosophy towards the management of our wildlife resources.

**ASSESSMENT**

Mid-trimester test 20%, literature review 30%, examination 50%

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## SLE221 – ANATOMY AND PHYSIOLOGY

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3 (G only)*

*EFTSL value: 0.125*

*Previously coded as: SBB221*

*Unit chair: J West (Trimester 2), J Donald (Trimester 3)*

*Prerequisite: SBB211 or SLE211*

*Corequisite: SLE010*

*Contact hours: 3 hours of lectures per week (1 x 2 hour and 1 x 1 hour lecture per week), 5 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers the structure and function of blood; cardiovascular and respiratory physiology; the processes involved in excretion of wastes from the body; the significance and maintenance of acid-base and fluid balance.

**ASSESSMENT**

2 x class tests (25% each) 50%, practical work 50%

## SLE222 – BIOCHEMICAL METABOLISM

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SBB222*

*Unit chair: B Dichtl*

*Prerequisite: SBB212 or SLE212*

*Contact hours: 3 x 1 hour lectures per week, 5 x 3 hours practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit covers carbohydrate metabolism including a study of glycolysis, Krebs cycle, electron transport chain, oxidative phosphorylation, glycogen synthesis and degradation and pentose phosphate pathway; lipid metabolism including fatty acids, triglycerides and ketone bodies; amino acid metabolism, characteristic metabolism of liver, muscle and adipose tissues discussed in terms of metabolic control; urea cycle reactions; and regulation and control of metabolism, including genome factors.

**ASSESSMENT**

Practical reports 40%, mid-trimester test 20%, final examination 40%

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## SLE226 – RESEARCH METHODS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQB226*

*Unit chair: J White*

*Prerequisite: One of SQA101 or SLE103 and one of SLE101, SQB122, SQE131, SBB132 or SLE132*

*Corequisite: SLE010*

*Incompatible with: SQB244, SLE244*

*Contact hours: 1 x 2 hour lecture per week, 6 x 3 hour practical sessions per trimester, 4 day field studies trip to the Grampians*

*Note: Students will be required to meet their own expenses while on a 4 day field study trip. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The design of ecological experiments and analysis of ecological data are critical skills required by all ecologists. This unit is devised to step students through the process of ecological research from initial project conception through to manuscript preparation. This unit comprises a series of lectures and practicals aimed at developing skills in experimental design, data analysis (using statistical software) and data presentation (both written and oral). A strong emphasis will be placed on a group research project. This unit aims to develop a strong understanding of the following aspects of ecological research: design and implementation of ecological research projects; developing an understanding of why we need to research ecological phenomena; analysis of ecological data; reporting ecological research (both written and oral).

**ASSESSMENT**

Practical work 15%, group research report 25%, group seminar 10%, assignment 20%, practical test 30%

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## SLE229 – INTRODUCTION TO SEPARATION SCIENCE

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBC229*  
*Unit chair: N Barnett*  
*Prerequisite: One of SBC131 or SLE131 and one of SBC152 or SLE152 plus any two other level 1 units*  
*Corequisite: SLE010*  
*Incompatible with: SBC231*  
*Contact hours: 2 x 1 hour lectures per week, 4 x 4 hour practical classes during trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Areas of study will include the following: classification of chromatographic processes (adsorption, partition and ion exchange); thermodynamic and kinetic theory of chromatography; separation performance (resolution versus retention time); instrumentation for capillary GC (columns, injectors, detectors and temperature programming); instrumentation for HPLC (columns, detectors and gradient elution); capillary electrophoresis and applications of both GC and HPLC to separation and quantitation of priority substances.

**ASSESSMENT**

Three class tests (25% each) 75%, practical exercise (four laboratory sessions – single report) 25%

## SLE231 – HYDROLOGY AND WATER RESOURCES MANAGEMENT

*Offered at: (B, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: K James*  
*Prerequisite: One of SLE101, SQA102, SLE102, SQB122, SQE131, SQE239 or SLE239*  
*Incompatible with: SQE331, SQP211*  
*Contact hours: 2 x 1 hour lecture, equivalent of 1 x 3 hour practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit includes: an overview of water properties as a fluid and limited natural resource and the hydrological cycle; a detailed study of the types and characteristics of groundwater, surface water, stream flow regimes and channel-forming processes and catchment hydrology, and surface-water/groundwater and soil-water-organism interactions; a detailed examination and case studies of the techniques used in assessing and managing stream and catchment health (including the assessment and management of salinisation and acidification) and environmental flows.

**ASSESSMENT**

Three-part field based assignment 50%, field excursion report 20%, 2 x online tests 30%

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## SLE232 – FRESHWATER BIOLOGY

*Offered at: (W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQB232*  
*Unit chair: R Lester*  
*Prerequisite: SQB144 or SLE144*  
*Corequisite: SLE010*  
*Contact hours: 2 x 1 hour lectures per week, four self-directed learning tasks, 4 x 3 hour practicals per trimester and a 1-day field excursion.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit includes: biological and ecological features of all types of lakes, rivers and wetlands (including ephemeral/desert wetlands, tropical systems, lowland rivers, deep lakes, upland rivers); Freshwater plant communities (algae, macrophytes, riparian vegetation, detrital food chains, aquatic weeds); Zooplankton, macroinvertebrates and vertebrate animals in freshwaters (diversity, life histories, role in ecosystems); Physical origin and ecological consequences of environmental impacts such as salinisation, sedimentation, water extraction, riparian vegetation loss and nutrient enrichment.

**ASSESSMENT**

Two class tests (25% each) 50%, laboratory assignment 30%, two laboratory reports (10% each) 20%

**SLE234 – MICROBIOLOGY**

*Offered at: (B, G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SBB234*  
*Unit chair: C Suphioglu*  
*Prerequisite: SBB111 or SLE111*  
*Corequisite: SLE010*  
*Contact hours: 3 x 1 hour lectures per week, 1 x 1 hour tutorial per fortnight, 6 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Topics to be addressed in this unit will include microscopy and staining, prokaryotic cell anatomy, bacterial growth and its measurement and how it is influenced by environmental factors; the biology of viruses with special reference to bacteriophage; microbial genetics including conjugation, transformation, transduction and transposition; and an introduction to the use of prokaryotes in genetic engineering.

**ASSESSMENT**

Practical test 20%, class test 15%, assignment 15%, examination 50%

**SLE235 – CHEMICAL SYSTEMS**

*Offering information: Offered in alternate years (even numbered years)*

*Offered at: (B) – (Intensive)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: SBC232*  
*Unit chair: K Lim*  
*Prerequisite: One of SBC131, SLE131; and one of SBC152, SLE152; plus any two other level 1 units*  
*Corequisite: SLE010*  
*Contact hours: Intensive mode short course (lectures and workshops) taught in first three weeks of Trimester 3 on Burwood campus. 4 x 3 hour lectures/workshops per week (first 3 weeks only), 5 x 3 hour laboratory classes per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Chemical systems are governed by the interactions between molecules, their bonding and their reactivity. This unit will build on concepts introduced in level-1 chemistry. Topics will include the nature of chemistry, green chemistry, bonding, thermodynamics, electrochemistry, kinetics, equilibrium and control of chemical reactions. Examples will be drawn from biomedical science, food science and industrial applications.

**ASSESSMENT**

Minor assignment 10%, laboratory reports (5 x 10% each) 50%, major assignment 40%. To be eligible to obtain a pass in this unit, students must achieve at least 50% in the laboratory component. Most assessments are due throughout the nine weeks after the intensive short course.

**SLE237 – BIOGEOGRAPHY**

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: SQB237*  
*Unit chair: G Shi*  
*Prerequisite: One of SLE102, SLE103, SLE111, SLE115, SLE132, SLE136 or SLE151*  
*Contact hours: Intensive mode short course to be held between Monday 19 November and Friday 30 November 2012 with a total of 54 contact hours*

(including lectures, tutorials and practicals). This will be followed by a 2 hour test on 7 December 2012.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: a detailed review of biogeography as a natural and historical science, a detailed examination of biological and environmental factors that govern the dispersal and migration capabilities of organisms; a study of key research methods and theories in biogeography; a study of plate tectonics and its effects on biotic distribution and macro-evolution; and a detailed examination of the distribution patterns and mechanisms of key groups of organisms today and in the past in the context of changing regional and global physical environments (including changing geographical and climatic conditions). Case studies will address the history and biogeographical processes of some of the unique contemporary Australian plant and animal species, and the Australian biota as a whole will be examined with particular reference to their 'deep time' (or geological) history, their contemporary and historic biogeographical relationships with biotas of adjacent continents and islands (Southeast Asia, New Zealand and SW Pacific islands) and their dynamic responses to physical environmental changes to the Australian continent today and into the future.

### ASSESSMENT

5 x assignments (10% each) 50%, one final test 50%

## SLE239 – INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQE239  
Unit chair: D Whisson

Prerequisite: SQA102 or SLE102  
Contact hours: 5 hours of lectures and practical work per week.

Note: Enrolment quota applies – 90. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces the basic principles of Geographic Information Systems (GIS), and includes both theoretical and practical components. The unit covers basic mapping theory, data acquisition (GPS, digitizing and remote sensing) and display, simple spatial analysis, and the application of GIS to environmental research and monitoring. Students will achieve basic competency in the use of widely-used GIS software through practical exercises.

### ASSESSMENT

Four practical assignments (15% each) 60%, examination 40%

## SLE244 – AQUATIC ECOLOGY

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB244  
Unit chair: T Matthews  
Prerequisite: One of SQA101, SLE103, SQB144 or SLE144  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lecture per week, 6 x 3 hour practicals per trimester.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Topics to be addressed in this unit include: ecological interactions such as competition and predation, population dynamics, community ecology and multivariate analysis, ecosystems and food webs, landscape ecology, biodiversity and its quantification, disturbance ecology and MBACI designs, conservation ecology in marine and freshwaters, design and analysis of ecological data.

### ASSESSMENT

Research project 40%, two class tests (20% each) 40%, assignment 20%

## SLE251 – RESEARCH METHODS AND DATA ANALYSIS

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SBS251*  
*Unit chair: A Mainwaring*  
*Prerequisite: Any 2 level one science course-grouped units*  
*Incompatible with: HPS201, HPS301, SIT191, SBS310, SQB226, SLE226 and MSQ171*  
*Contact hours: Equivalent of 2 lectures and 1 x 2 hour practical per week, both online and in class.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the scientific method, data exploration and summaries, data manipulation, presentation of results, statistical hypothesis testing, nonparametric statistics, experimental and sampling designs, regression and correlation, analyses of variance (ANOVA), tests for goodness of fit and contingency tables, and research ethics.

### ASSESSMENT

Examination 50%, on-line test 20%, assignment 30%

## SLE252 – ENVIRONMENTAL CHEMISTRY

*Offering information: Not offered in 2013*

*Offered at: (W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQP252*  
*Unit chair: B Collins*  
*Prerequisite: Nil*  
*Corequisite: SLE010*  
*Contact hours: 3 x 1 hour lectures per week, 5 x 3 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the basic principles of chemistry as applied to natural environments and gives them the skills to apply these principles to practical situations. This unit considers interactions between the atmosphere, natural waters, land-based processes and living organisms. Specific environmental issues include atmospheric pollution (including the ozone layer and climate change); the physical and chemical properties of water, the composition of natural waters; properties of fresh, estuarine, marine and hypersaline waters; aquatic equilibria; the biological significance of dissolved solutes and particulate material, and the cycling of elements through aquatic environments.

### ASSESSMENT

Class test 20%, practical component 40%, examination 40%

## SLE254 – GENETICS

*Offered at: (B, G, W)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB254*  
*Unit chair: C Sherman*  
*Prerequisite: One of SBB111, SLE111 or one of SQB144, SLE144*  
*Corequisite: SLE010*  
*Contact hours: 3 x 1 hour lectures per week, 4 x 3 hour practical sessions per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The basic principles of genetics will be examined in this unit and will cover topics that span from the genetic basis of heredity through to the evolution and genetic diversity of animal and plant populations. This unit will cover Mendelian genetics, chromosomal structure, mutation and DNA repair, sex determination, the Hardy-Weinberg principle, recombination, linkage and disequilibrium, natural selection, genetic drift, inbreeding and non-random mating, population subdivision and gene flow and molecular population genetics.

### ASSESSMENT

Class test 35%, practical project (1 x 10%, 1 x 15%) 25%, examination 40%

## SLE255 – MARINE BIOLOGY

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB255  
Unit chair: A Bellgrove  
Prerequisite: SQB144 or SLE144  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures per week, 1 x 1 hour tutorial per week, 4 day pre-trimester field trip (Tuesday 21 – Friday 24 February 2012).

Note: Students intending to enrol in this unit must contact their enrolment officer for details regarding the field trip. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students will explore the challenges that organisms face living in marine environments and how different taxonomic groups have adapted to live and reproduce in the sea. This unit allows students to explore the incredible diversity of marine invertebrates and plants, their identification and the ways they are adapted to the particular environments in which they live. We will also examine the interactions between species and the different roles of organisms in community and ecosystem function. There will be a four-day field trip that will allow students to examine coastal marine diversity and processes in situ. Students will be encouraged to begin to think like marine biologists and will be equipped with the skills to do so.

### ASSESSMENT

Assignment 20%, group assignment 40%, examination 40%

## SLE261 – DIVERSITY OF FISHES

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQB261  
Unit chair: L Laurensen  
Prerequisite: One of SBB111, SLE111, SBB132, SLE132, SQA101, SLE103, SQB144 or SLE144  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures, 1 x 3 hour practical and individual consultation with lecturer over a two-week period

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides an introduction to the diversity, evolution, taxonomy and biology of sharks (elasmobranchs) and fishes (teleosts). Taxa present in both marine and freshwater systems will be introduced and their various adaptations discussed. Concepts of fish assemblages and communities will be introduced in marine, estuarine and freshwater habitats. Concepts of reproduction and variations found within various fish groups will be introduced. Various forms of fish behaviour will be described and discussed. Scientific methods used in studying fish biology will be presented, specifically aspects associated with feeding, age and growth.

### ASSESSMENT

Case study (approximately 1500 words) 25%, practical report 25%, test 50%

## SLE263 – HUMAN IMPACTS ON MARINE ECOSYSTEMS

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQB263, SQB336  
Unit chair: T Matthews  
Prerequisite: One of SQA101, SLE103, SQA102, SLE102, SQB144, SLE144, SBB111, SLE111, SBB132 or SLE132  
Corequisite: SLE010  
Incompatible with: SQB263, SQB336  
Contact hours: 2 x 1 hour lecture per week, 6 x 3 hour practicals or field trips during trimester.

Note: Students may be required to meet their own expenses for the field laboratory course at Warrnambool. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit provides a foundation of knowledge on the functioning of marine ecosystems and the links between the biota and their physical environment. The unit will introduce the conceptual basis for ecosystem ecology and then consider the characteristics of key coastal ecosystems (mangroves, saltmarshes, estuaries), tropical coral reefs, oceanic and polar ecosystems. The impacts of human activities such as fishing, mining, coastal development, waste discharges, and exotic species will be considered in the broader context of a changing climate. Methods for assessing

risks and identifying impacts will be examined through field and laboratory exercises.

#### ASSESSMENT

2 x assignments (20%, 30%) 50%, examination 50%

## SLE301 – PROFESSIONAL PRACTICE

*Offered at:* (B, W)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Previously coded as:* SQA301

*Cohort rule:* This unit is only available to students enrolled in S393, S398, S382, S399

*Unit chair:* R Cooke

*Prerequisite:* Must have completed 14 credit points of study

*Contact hours:* 8 x 2 hour compulsory lectures per trimester.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The effective application of environmental science techniques requires appropriate and effective environmental programs to be in place throughout the community. These programs must address diverse issues at all levels, including education, and require personnel with skills beyond technical expertise. In this unit the development of generic, employment-related professional skills will be achieved through a combination of preparatory workshop sessions and lectures, and a minimum two-week placement or for a negotiated period over the trimester to a minimum of 80 hours within a relevant, course-related organisation, arranged in consultation with the unit chair. The professional development workshop sessions will include identifying and developing personal and employment-related skills, such as job and resume preparation and interview techniques. Other employment-related issues covered include equal opportunity, awareness of cultural differences, occupational health and safety, risk management and performance evaluation. During the placement students will be encouraged to undertake a project to consolidate or enhance existing professional skills.

#### ASSESSMENT

Assignment 25%, mock interview 15%, seminar 20%, supervisor's report 15% (for completion of 80 hours work placement and satisfactory employers' evaluation report), report 25%. To be eligible to obtain a pass in this unit students must complete 80 hours volunteer work with an environmental organisation.

## SLE302 – WILDLIFE FIELD STUDIES

*Offered at:* (B)

*Credit point(s):* 1

*Offerings:* Trimester 3

*EFTSL value:* 0.125

*Previously coded as:* SQB302

*Unit chair:* M Weston

*Prerequisite:* One of SQB220 or SLE220 and one of SQB226 or SLE226

*Corequisite:* SLE010

*Contact hours:* To be held over the inter trimester break between trimester 2 and trimester 3. There will be 5 – 6 days of lectures and practicals and a 4 – 6 day field trip. Some assessment will be due during trimester 3.

*Note:* Unit quota applies. Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit focuses on how wildlife populations are studied in the field. Students will learn, through hands on experience, how to survey for wildlife using techniques such as Elliot trapping, cage trapping, pitfall trapping, observation surveys and remote monitoring. Field studies will focus on the interrelationships between flora and fauna and how this understanding can be used in management. This unit aims to develop strong practical field techniques. The unit will also further develop written and oral communications skills, data analysis skills and teamwork skills.

#### ASSESSMENT

Literature review on survey techniques 35%, seminar on survey techniques 20%, manuscript (group) 45%

## SLE303 – MANAGING ENVIRONMENTAL PROJECTS

*Offered at:* (B)

*Credit point(s):* 1

*Offerings:* Trimester 1

*EFTSL value:* 0.125

*Previously coded as:* SQE301

*Unit chair:* K James

*Prerequisite:* Any two level 2 SLE/SQB/SQE coded units OR one level 2 SLE/SQB/SQE coded unit plus MMP222 OR SHD201/301 plus MMP222

*Contact hours:* 2 x 1 hour lectures, 1 x 2 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit addresses the planning, management and evaluation of projects and contracts in the environmental industry. The unit places an emphasis on working within the current public sector planning and budgetary contexts. It also addresses management processes generally and processes, procedures and perspectives operating in private enterprises within the environmental management sector. There are two major themes in the subject matter: professional practice in environmental management, and project and contract management in the environmental industry. These themes are addressed in tandem and weave together throughout the unit. Projects and contracts are the subject matter. Professional practice is the way the material is acted upon. Relationships between the client, customers, stakeholders, the project manager and the project team are discussed. The importance of organisational style and human resources management to those relationships is also identified.

**ASSESSMENT**

Online tests (1 x 25%, 1 x 20%) 45%, assignments 55%

## SLE304 – GEOGRAPHIC INFORMATION SYSTEMS: USES IN AQUATIC ENVIRONMENTS

*Offered at: (W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SQP302*  
*Unit chair: L Laurenson*  
*Prerequisite: Any 2 level two science course-grouped units*  
*Contact hours: 1 x 3 hour workshop per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit will cover the following topics: Principles of remote sensing, software for GIS, manipulating GIS layers, collecting and correcting GPS data, role, benefits and limitations of GIS, querying and presenting GIS data, applications of GIS in studying aquatic ecosystems and water resources.

**ASSESSMENT**

Assignments (2 x 20%) 40%, final report 60%

## SLE305 – CATCHMENT AND COASTAL MANAGEMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE305*  
*Unit chair: G Wescott*  
*Prerequisite: Any two SLE2/SQB2/SQE2 units*  
*Incompatible with: SLE755*  
*Contact hours: 5 hours per week (lectures, tutorial, practical class and excursions).*

*Note: Unit quota applies. Students may be required to meet their own expenses while on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Global concepts and the theoretical basis of integrated land and sea management, e.g. Integrated Catchment Management and Integrated Coastal Zone Management are introduced. A case study of a global leader in integrated natural resources management (Victoria) is used to illustrate the implementation of the concepts. Approaches taken to the integrated management of catchments and coasts and the roles of government, semi-government and local government authorities, and non-government organisation and the community in management are described and discussed. Overlaps of responsibility, possible conflicts of interest, and unclear boundaries of responsibility are identified. The State of Victoria is to be used as a case study of an attempt to integrate catchment and coastal management. The logic of the catchment as an area for both management and planning purposes is discussed. Methods used to evaluate the social, biophysical and land-use characteristics and to develop community awareness and involvement in problems with catchment associated with catchments and coasts are described.

**ASSESSMENT**

Two tests 30%, a group report 45%, essay 25%

## SLE306 – WATER QUALITY AND ECOLOGICAL HEALTH

*Offering information: Not offered in 2013*

*Offered at: (W)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*



*Previously coded as: SQP306*  
*Unit chair: T Tutt*  
*Prerequisite: SQP252 or SLE252*  
*Corequisite: SLE010*  
*Incompatible with: SQP205, SQP305*  
*Contact hours: 2 x 1 hour lectures per week, 4 x 3 hour practical sessions, 1 day excursion.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit will examine the basic physico-chemical parameters important in ecosystem functioning and the assessment of ecosystem health – dissolved ions (salinity), dissolved gases and nutrients (nitrogen, phosphorus and silicon), particulates, contaminants. Processes governing the loading and transformation of these materials will be studied for a wide range of water bodies – including rivers, lakes, estuaries, beaches, oceans and groundwater systems. Background levels of these parameters in natural waters and levels in disturbed ecosystems will be discussed. The role of these substances as determinants of ecosystem health in water bodies will also be investigated. Sampling of natural waters will also be examined in detail – particularly strategies to avoid contamination and deterioration and improve representativeness of samples. The nature, role, interpretation and application of national water quality guidelines will be described. Common water quality analysis tools and techniques will be considered. An associated series of practical experiments will enhance laboratory skills and demonstrate applications of material introduced in lectures.

#### ASSESSMENT

Class test (20%), practical component (40%), examination (40%)

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### SLE307 – BEHAVIOURAL ECOLOGY

*Offered at: (B Intensive)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Previously coded as: SBB307*  
*Unit chair: J Arnould*  
*Prerequisite: SBB204 or SLE204*  
*Contact hours: Intensive mode short course (lectures and project workshops) taught in first two weeks of February on Burwood campus. Some assessments due after intensive short course finishes PLUS exam.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is designed to enable students to: gain an understanding of the basic principles of behavioural ecology and how the environment influences animal behaviour; further develop skills in analysing, interpreting and critically evaluating scientific data; gain experience in writing scientific reports and making an oral presentation.

#### ASSESSMENT

Group research project (literature search and hypothesis generation 10%, study design 10%, data collection and analysis 10%, write-up 10%) 40%, oral presentation 10%, examination 50%

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### SLE308 – POLICY INSTRUMENTS FOR SUSTAINABILITY

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE302*  
*Unit chair: K James*  
*Prerequisite: Any two level 2 units*  
*Contact hours: 2 x 1 hour lectures and 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Topics to be addressed in this unit include, the interaction of policy at the international, national, state, local and industry levels; the roles and responsibilities of individuals, community groups, industry, institutions and various levels of government and authorities in policy processes; the role of political and social factors in the development of policy; the range of processes which lead to policy formulation and implementation; the use of educational, economic and regulatory policy instruments to achieve environmental goals; evaluation of the effectiveness of policies; techniques for conducting environmental audits; use of life cycle analysis as a decision making tool; implementation of environmental management systems.

#### ASSESSMENT

Environmental debate 15%, policy analysis exercise 30%, policy preparation and case study 40%, class test 15%

## SLE309 – WILDLIFE CONSERVATION

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQB309*  
*Unit chair: M Weston*  
*Prerequisite: One of SQB220 or SLE220 plus one level 2 SLE, SQB, SBB or SQE coded-unit*  
*Contact hours: 3 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on developing students' knowledge and understanding of Australian wildlife, particularly in relation to the major issues concerning the conservation and utilisation of these species. The unit examines the theoretical and practical applications of conservation biology with an emphasis given to conservation problems and their potential solutions in an Australian context. Topics covered include endangered species recovery programs; wildlife policy and management plans; computer applications in wildlife management and population modelling; applied problems in wildlife conservation, including harvesting/exploitation of wildlife, control of overabundant native wildlife and conservation of threatened species; and human dimensions of wildlife management and decision making.

### ASSESSMENT

Two assignments (10% each) 20%, essay 2000 words 40%, examination 40%

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## SLE310 – ECOLOGY OF PEST PLANTS AND ANIMALS

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SQB310*  
*Unit chair: D Whisson*  
*Prerequisite: Two level 2 SLE, SQE, SQB or SBB units*  
*Contact hours: 2 x 2 hour lecture/practical per week*

*Note: Students may be required to meet their own expenses while on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The damaging impacts of pest plants and animals on natural and productive systems are widely recognised, and in native ecosystems they pose a serious threat to the conservation of biodiversity. This unit focuses on the ecology and management of pest plants and animals, especially introduced species. Topics covered include reproduction, distribution and persistence of pest species, and the relevant state and national legislation. Control strategies, including biological, chemical and mechanical techniques will be examined, and integrated pest management will be emphasised using case studies.

### ASSESSMENT

Examination 50%, two assignments (2 x 25%) 50%

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## SLE311 – CHEMICAL HAZARDS

*Offered at: (Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBC311*  
*Unit chair: X Conlan*  
*Prerequisite: SBB212, SLE212, SBB222, SLE222 or one level 2 or level 3 chemistry unit*  
*Contact hours: This unit is a wholly online unit; there will be no face to face teaching.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the chemistry of hazardous substances; fire and explosion; oxidants; corrosive agents; gases and vapours; toxic substances; biohazards; regulatory aspects; legislation; exposure standards; material safety data sheets; air sampling and applications of chemical analysis, including spectrometry, chromatography, asbestos counting, direct reading instruments and quality control in chemical analysis, biological monitoring and biohazards. It also provides the basis for understanding of the investigation of accidents and crime involving chemicals such as fire and explosion.

### ASSESSMENT

Examination 60%, four assignments (10% each) 40%

## SLE312 – TOXICOLOGY

Offered at: (Online)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBC312  
Unit chair: T Thornton  
Prerequisite: One level 2 chemistry or biology unit must have been completed (one of SLE212, SLE222, SLE211, SLE221) or (one of SLE213, SLE214, SLE233, SLE235).  
Biology – particularly physiology and biochemistry, would be an advantage.  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: This unit is a wholly online unit; there will be no face to face teaching. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit introduces students to the basics of toxicology by explaining how toxic substances are absorbed and interact with biochemical systems and how this leads to clinical effects. The unit is taught with the aid of numerous case studies of actual poisoning in a variety of settings.

Topics addressed include basic toxicology; absorption, distribution, metabolism and excretion of toxins; chemical interactions in biological systems; biochemical interactions in toxicology; mechanisms of toxicity; target organs, poisons and venoms, toxic chemicals in the environment.

### ASSESSMENT

Four assignments (10% each) 40%, examination 60%

## SLE313 – FORENSIC ANALYSIS AND INTERPRETATION

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBF313  
Unit chair: X Conlan  
Prerequisite: (One of SBF111/SLE112) and (one of SBC131/SLE131 or SBC152/SLE152), and (one of SBB111/SLE111 or SBB132/SLE132) and (one level 2 or level 3 SBB-, SBC- or SLE-coded units). A level 2 or level 3 chemistry unit is recommended.  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures per week, 1 x 1 hour tutorial per week, 4 x 4 hour laboratory sessions per

trimester. Students may be required to go on a site visit to a forensic laboratory.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit includes: Forensic chemistry and toxicology; including trace chemical evidence, arson and explosives investigations, analysis of illicit drugs, introduction to forensic toxicology. Application of statistical methods in forensic science including uncertainty of measurement, statistics and interpretation of evidence. Management and quality assurance, including quality control, traceability, management of forensic science provision, professional ethics. Laws of evidence relating to the admissibility of expert evidence illustrated by selected case studies.

### ASSESSMENT

Two class tests (25% each) 50%, two laboratory assessments (15% each) 30%, oral presentation 10%, and assignment 10%

## SLE314 – RESEARCH PROJECT

Offered at: (B, G, W)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Previously coded as: SBS311  
Unit chair: A Veenstra (B)  
Coordinator: F Pfeffer (G), R Lester (W)  
Prerequisite: Students would normally be expected to have an approved academic standard of distinction average in level 2 studies, please contact the Unit Chair prior to enrolling in this unit.  
Corequisite: Must be enrolled in S382, S393, S398, S321, S323, S324, S320, S399, S394, S369, D311, D321, D351, D372, D331, or D329  
Incompatible with: SQA302  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit involves a substantial piece of independent research conducted under the supervision of a member of staff. Students will not be permitted to take more than one credit point, within the School of Life and Environmental Sciences, from this offering.

**ASSESSMENT**

Written report 60%, oral presentation 15%, supervisor mark 10%, research project proposal 15%

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SLE315 – COMPARATIVE ANIMAL PHYSIOLOGY

*Offered at: (Online, W)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBB315  
Unit chair: P Jones  
Prerequisite: One of SBB204, SLE204, SBB211, SLE211, SQB232, SLE232, SQB255 or SLE255  
Contact hours: Warrnambool students: 1 x 2 hour lecture per fortnight*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit compares the physiological adaptations of animals in the context of environment, lifestyle and evolutionary history. Examples, which are drawn from a wide range of animal taxa, focus on adaptations of animals living in challenging environments. Topics include respiration, salt and water balance, temperature regulation, metabolism and animal size, locomotion and sensory organs.

**ASSESSMENT**

Virtual laboratory report 20%, DSO mid-trimester class test 30%, examination 50%

**CONTENT**

This unit builds substantially upon prior chemical knowledge, in particular that which relates to spectroscopy and separation science, and introduces the fundamental principles and applications of certain analytical techniques, which are at the cutting edge of instrumental development. Additionally, there is a significant emphasis on the utilisation of such techniques for solving real problems in chemical measurement. Areas of study will include the following: luminescence spectroscopy; atomic emission spectroscopy; flow injection and sequential injection analysis; and mass spectrometry.

**ASSESSMENT**

Three class tests (25% each) 75%, practical exercises 15%, poster presentation 10%

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## SLE317 – AUSTRALIAN VEGETATION AND ITS MANAGEMENT

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQB315  
Unit chair: M Gibson  
Prerequisite: Two level 2 SQE, SQB, SBB or SLE units  
Contact hours: 1 x 4 hour lecture/practical per week plus 1 two day field trip*

*Note: Students may be required to meet their own expenses while on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SLE316 – ANALYTICAL CHEMISTRY

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SBC316  
Unit chair: N Barnett  
Prerequisite: One of SBC211 or SLE213 and one of SBC229 or SLE229  
Corequisite: SLE010  
Contact hours: 2 x 1 hour lectures per week, 4 x 6 hour practical classes per trimester.*

**CONTENT**

The biological processes of the major Australian vegetation types and the marine, benthic, macro-algae will be examined to provide the basis for critical examination of their management. The issues involved in the conservation and restoration of rare, threatened and vulnerable communities are discussed. Endangering processes, including climate change and ecosystem disruption, are considered in the context of restoration programs, and issues relating to the various approaches to the restoration of native vegetation are explored. Throughout the program students are encouraged to question and critically evaluate the social aspects relating to vegetation conservation and management.

**ASSESSMENT**

Three assignments (20% each) 60%, examination 40%

Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

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## SLE318 – SYNTHETIC AND MEDICINAL CHEMISTRY

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBC318  
Unit chair: F Pfeffer  
Prerequisite: One of SBC214, SLE214 and at least four other level 2 units  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 5 x 6 hour practical class per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

Predicting the chemical properties of organic molecules and proposing sensible mechanisms to account for transformations. Amino acid and peptide synthesis including the role of protecting groups and modern solid phase synthesis. Introductory medicinal chemistry with emphasis on pharmaceuticals that target cell wall receptors and enzymes. Antibiotic function, in particular agents that target bacterial cell walls. This unit is intended for students in forensic science, nanotechnology, biotechnology, chemistry and related programs.

**ASSESSMENT**

Three class tests (20% each) 60%, practical work 30%, literature-based poster presentation 10%

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## SLE319 – ENVIRONMENTAL PLANNING AND ASSESSMENT

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQE315  
Unit chair: A Wallis  
Prerequisite: One of SQA101, SLE103 and one of SQA102, SLE102 plus any one level 2 unit  
Incompatible with: SQE202, SLE207

**CONTENT**

Careful planning is essential to ensure sustainable management of the environment. This unit covers the principles of environmental protection as achieved through the planning process with particular emphasis on regional planning for catchments and coasts. Key topics in the unit include strategic planning, development control and environmental impact assessment. The unit will provide a foundation in environmental planning by introducing students to planning legislation, government planning responsibilities, planning procedures and public participation. Through the use of local case studies the unit is designed to provide real world application of planning for environmental protection. Environmental planning techniques, such as environmental impact and land suitability assessments, will be examined and skills in using these techniques will be developed.

**ASSESSMENT**

Assignments (1 x 25%, 1 x 30%) 55%, practical work 15%, examination 30%.

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## SLE320 – SUSTAINABILITY AND WASTE MANAGEMENT

Offered at: (B – Intensive)  
Credit point(s): 1  
Offerings: Trimester 3

EFTSL value: 0.125  
Previously coded as: SQE308  
Unit chair: T Thornton  
Prerequisite: Any 2 level 2 units  
Contact hours: Intensive mode short course taught over 5 days (Monday, 12 November – Thursday, 15 November 2012 and Monday, 7 January 2013 from 10.00am – 4.00pm each day)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

Topics to be addressed in this unit include:

- Regulatory controls on waste management
- Techniques for conducting waste audits
- Use of life cycle analysis as a decision making tool
- Waste minimisation, reuse and recycling techniques
- Cleaner production techniques

- Waste management technologies
- Municipal waste management
- Development of waste management strategies
- Implementation of waste management systems

#### ASSESSMENT

Practical assignment 10%, essay (2,000 words) 20%, scenario investigation (1,000 words) 10%, case study 40%, class test 20%

## SLE321 – MOLECULAR BIOLOGY TECHNIQUES

*Offered at:* (B, G)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* SBB321  
*Unit chair:* L Bräu  
*Prerequisite:* One of SBB206, SLE206, SBB221, SLE221, SBB234, SLE234, SBB254 or SLE254  
*Corequisite:* SLE010  
*Contact hours:* 3 x 1 hour lectures per week, 6 x 3 hour practical classes per trimester.

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Topics will include: methods for the extraction and analysis of DNA; polymerase chain reaction (PCR)-mediated amplification and identification of DNA molecules; cloning and expression of DNA fragments or genes; sequencing of DNA; analysis of sequences using nucleic acid and protein databases (bioinformatics); genetic analyses of individuals and populations by DNA profiling; gene mutagenesis; and the latest directions in DNA technology, such as microarrays and RNAi. The unit also examines the varied applications of recombinant DNA techniques to forensics, medicine, agriculture and systematics and ecology.

#### ASSESSMENT

Examination 50%, practical work and bioinformatics assignment 50%

## SLE322 – LANDSCAPE ECOLOGY

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Previously coded as:* SQB321  
*Unit chair:* A F Bennett  
*Prerequisite:* Two level 2 SQE, SQB, SBB or SLE units  
*Contact hours:* 2 x 1 hour lectures per week, 5 x 3 hour practical sessions per trimester, 1 x 1 day weekend field trip.

*Note:* Fieldwork including a weekend field trip forms a compulsory part of this unit. Students may be required to meet their own expenses in relation to food and accommodation while on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Landscape ecology is the study of spatial patterns in the environment, how these patterns affect ecological processes, and the implications of pattern and process for land management and nature conservation. It integrates the study of flora fauna, physical environmental factors and the place of people in the landscape. In this unit we will address topics including: the structure of natural and modified landscapes; cultural aspects of landscapes; land transformation and habitat fragmentation; patch dynamics; boundaries and edges; corridors and connectivity; wind and water flows in mosaics; and how plant and animal populations respond to landscape patterns. We will give particular attention to the application of landscape ecology to sustainable land management and biodiversity conservation, using many national and international case studies.

#### ASSESSMENT

Examination 40%, literature review 15%, three practical reports 45%

## SLE323 – ADVANCED TOPICS IN BIOMEDICAL SCIENCE

*Offering information:* Offered at the Burwood campus in Trimester 2, 2012 and Trimester 1, 2013. Offered at Burwood and Geelong Waurn Ponds campus from 2014 onwards.

*Offered at:* (B)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* S Cheung  
*Prerequisite:* Any two of SLE221, SLE222, SLE254, or SLE234  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour workshop per week

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers current concepts, controversies and latest methodological advances in human biology, to develop graduates as professionals. Selection of advanced topics in human biology will be used to illustrate current challenges and developments. Students will develop critical awareness of biomedical science subject areas and be able to exercise independent and scientifically justified views. Important characteristics of this unit will be the ability to express ideas both verbally and in written form and justify opinions.

### ASSESSMENT

Examination 50%, class test 30%, assignment 20%

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## SLE328 – OCEANS, COASTS AND CLIMATE CHANGE

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQE328  
Unit chair: G Wescott  
Prerequisite: Any two level 2 SQE/SQB/SLE units  
Incompatible with: SLE728  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The internationally accepted concept of integrated coastal management (ICM) is introduced, described and analysed. International advances and initiatives in marine and coastal affairs such as conventions and agreements, for example the United Nations Convention on the Law of the Sea (UNCLOS), are described and analysed. The varying approaches adopted towards ocean and marine policy and implementation of chapter 17 of Agenda 21 (Rio Convention) will be covered. Australia's approach to marine and coastal policy and management will be concentrated on as an example of a national approach towards implementing integrated marine and coastal management. The dominant influence of climate change policy on marine and coastal policy will be described along with the increasing reference base on this subject area. Other topics covered will include Australia's ocean policy and changes in Federal

Government coastal policy in the last few years. An overview of the approaches taken in various Australian states towards implementing integrated coastal management will be described and analysed.

### ASSESSMENT

Written report on international/national issue, concept or policy 30%, reading assignment 30%, test 40%

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## SLE329 – ADVANCED AQUACULTURE

*Offering information: Not offered until 2014 and subject to approval*

*Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQB361  
Unit chair: TBA  
Prerequisite: SLE217  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- Extensive – Intensive production theory and the concept of sustainable production systems
- Historical shifts in aquaculture production intensity, sector production strategy
- Case studies of intensive systems (including site tours)
- Species suitability for intensification (water quality tolerance, crowding, handling, growth etc.)
- Overview of physiology of fish in intensive culture
- Intensification enhancements: biological (food and feeding systems; genetic, transgenics, controlled breeding, domestication, fish health issues etc), engineering (energy use, component efficiency, monitoring, construction and operational costs, automation etc.), social (marketing, consumer education/acceptance etc.)
- Water reuse systems (eg. RAS): configurations, construction, components performance and operational principles, automation, monitoring, feeding, management etc.
- Production modelling (bioeconomic)
- Waste production: environmental impacts, management and minimisation
- Legislation issues (production and processing permits; planning permits; biosecurity and translocation issues; diseases; effluent quality; impact assessments; energy and water use; animal welfare/ethics)

- Future Systems: integrated ag-aqua systems; zero discharge/closed-cycle systems etc.

### ASSESSMENT

One class test 40%, assignment 20%, case study 40%

## SLE331 – CELLULAR PHYSIOLOGY

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Previously coded as: SBB331*

*Unit chair: J Donald*

*Prerequisite: Any two of SBB211/SLE211, SBB212/SLE212, SBB254/SLE254, SBB221/SLE221, SBB234/SLE234*

*Corequisite: SLE010*

*Contact hours: 3 x 3 hour lectures per week (weeks 1 -4), 2 x 3 hour practicals per week (weeks 1 -3)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will focus on biological processes occurring within cells and between cells and their environment. Topics will include basic cell structure and evolution of cells, the structure and function of the cytoskeleton, membrane structure and function, cell signalling and signal transduction, the control of the cell cycle and techniques used in research on cell function.

### ASSESSMENT

Final test 50%, mid-trimester test 25%, practical work 25%

## SLE332 – GEOGRAPHIC INFORMATION SYSTEMS

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQB331*

*Unit chair: D Whisson*

*Prerequisite: Nil*

*Incompatible with: SLE732*

*Contact hours: 1 x 4 hour lecture/practical per week*

*Note: Enrolment quota 40 – software restrictions. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The principles of spatial analysis and mapping using GIS will be described. The unit will cover data collection, input, storage and retrieval, analysis and display. Students should achieve basic software competency based on exercises using widely used software packages. Practical exercises will demonstrate the application of GIS to a range of ecological applications. Applications involving integration of GPS, GIS and remote sensing will be emphasised.

### ASSESSMENT

Examination 40%, three assignments (15%, 15%, 30%) 60%

## SLE333 – PLANT BIOTECHNOLOGY

*Offering information: Not offered as of 2012*

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SBB333*

*Unit chair: D Cahill*

*Prerequisite: One of SBB212 or SLE212*

*Corequisite: SLE010*

*Contact hours: 2 x 1 hour lectures per week, 5 x 3 hour practical classes per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit integrates biochemical, physiological, genetic and molecular approaches to the study of plants. Emphasis will be given to the most recent advances in plant biology. Topics will include plant signalling and cell signal transduction, synthesis of cell wall polysaccharides, plant cell biology, host-pathogen interactions, application of molecular techniques to solve problems in stress-response physiology, plant gene cloning and expression, genetic modifications of plants using recombinant DNA technology and the roles of plant hormones, photomorphogenesis and photoperiodism in regulating development. Students will be encouraged to critically evaluate scientific data.

### ASSESSMENT

Final examination 50%, mid-trimester test 10%, practical reports 20%, research presentation 20%



## SLE334 – MEDICAL MICROBIOLOGY AND IMMUNOLOGY

Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBB334  
Unit chair: C Suphioglu  
Prerequisite: SBB234 or SLE234  
Corequisite: SLE010  
Contact hours: 3 x 1 hour lectures per week, 1 x 3 hour practical class per fortnight.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will cover aspects of microbiology and immunology relevant to understanding infectious disease. The unit will commence with an introduction to the history of infectious disease leading into the modern views of the principles of infectious disease. The unit will then introduce the biology of bacteria, viral and parasitic pathogens of global importance and those of importance to specific populations within Australia. Host defence mechanisms, immunisation and vaccine technologies, and the management of the spread of infectious disease within Australian communities and health care settings will be introduced in the context of specific diseases. Assignments will be used to enhance the students understanding of epidemiology of emerging infectious diseases, the development of candidate vaccines and the identification of pharmacological targets for antimicrobial therapeutics.

### ASSESSMENT

Class tests 25%, assignment 10%, laboratory report and literature review 15%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 50% in the laboratory component.

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## SLE335 – INDUSTRIAL APPLICATIONS OF SCIENCE

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBB335  
Unit chair: M Muralitharan

Prerequisite: One of SBC131, SLE131, SBB111, SLE111 and at least 2 SB%/SL%-coded units at level 2 or level 3. SBB234 Microbiology is recommended.  
Contact hours: 3 x 1 hour lectures and 1 x 1 hour tutorial class per week. Students may be required to take 1 x 8 hour field trips per trimester.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit will focus on the relationship between science and modern-day commercial activity, with emphasis on emerging industries and service sectors. Case studies in biotechnology will be used to provide a foundation for understanding the relationship between small-scale laboratory science and large-scale product production. The unit will examine microbiological and recombinant DNA technology in agricultural, medical, pharmaceutical, marine and food-based industries, and the research being done in applied research institutes and industry. Topics will include, but are not limited to: microbial synthesis of commercial products including solid state production; bioremediation and other environmental applications including genetic engineering of biodegradative pathways; molecular diagnostics including immunological procedures, DNA diagnostic systems, and molecular diagnosis of genetic disease, recombinant DNA technologies in agriculture including increased resistance of plants to insects, pathogens, herbicides and environmental stresses, and plants as bioreactors; and the regulation of biotechnology; genetically modified foods, regulations, benefits and risks of biotechnology, transgenic animals, recombinant growth hormones, gene transformation techniques, genomics, gene mapping, gene therapy and diagnostics.

### ASSESSMENT

Final examination 50%, two essays 40%, oral presentation 10%

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## SLE337 – TEMPERATE MARINE ECOLOGY

Offered at: (W)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SQB334  
Unit chair: A Bellgrove  
Prerequisite: One of SQB255 or SLE255 and one of SBS251 or SLE251  
Corequisite: SLE010  
Contact hours: 1 x 1 hour research seminar per week, 2 hour tutorial per week for the first 5 weeks of trimester,

*compulsory 7-day pre-trimester field trip (field trip will be held Thursday 9 – Friday 17 February 2012).*

*Note: Students intending to enrol in this unit must contact their enrolment officer for information regarding the field trip. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is unique in that it is designed to allow students to explore specific topics of their own interest within the broad domain of field-based, experimental temperate marine ecology. We will explore patterns that various ecological phenomena can take on seashores around Warrnambool. Students will take part in a research project that they will plan and conduct to completion with a group of their peers, and in doing so, further develop their team-work skills. The project work for this unit is run as a 7-day intensive field course, based in Warrnambool. Lectures on the first day of the field course will introduce students to the theory necessary to plan and conduct research projects. In addition, students will attend weekly research seminars and tutorials during trimester and develop their oral and written presentation skills.

### ASSESSMENT

Critique of scientific paper 20%, experimental report 60% (group mark 40% + individual mark 20%), and seminar 20% (group mark 10% + individual mark 10%)

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## SLE339 – GENETICS OF DISEASE

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBB339  
Unit chair: J Mercer  
Prerequisite: One of SBB206, SLE206, SBB254 or SLE254  
Corequisite: SLE010  
Contact hours: 1 x 2 hour lecture and 1 x 1 hour lecture per week, 5 x 3 hour practical classes per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit concentrates on modern molecular aspects of genetic disease using a case study approach. It will be valuable for students considering a clinical or medical research career. Various genetic diseases will be studied to illustrate principles of Mendelian and non-Mendelian genetics, mapping, linkage and isolation of human disease genes, mutation analysis, molecular

pathology, prenatal diagnosis, gene therapy, carrier detection and ethical issues. Links to current research projects will be emphasized. Aspects of cytogenetics and genetic counseling will be taught by input from guest lecturers from Genetic Health Services Victoria and other institutions as appropriate.

### ASSESSMENT

Examination 50%, practical projects 30%, class tests 20%

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## SLE342 – RISKS TO HEALTHY ENVIRONMENTS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SQE342  
Unit chair: T Thornton  
Prerequisite: Must have completed one of SLE102, SLE103, SLE121, SLE201, SLE207  
Contact hours: 1 x 3 hour lecture/tutorial/practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is a combination of theory and practical case studies, designed to provide students with the understanding and hands-on experience necessary to identify and address risks to healthy environments. This unit includes: Case studies of urban, industrial, agricultural and/or natural environments at risk; the role of techniques such as indices of environmental health, epidemiology, toxicology and statistics in evaluating environmental and health concerns – data analysis and interpretation – the limitations associated with the various risk assessment techniques; approaches to risk management through policy, legislation, planning and management; risk management principles and planning; appropriate risk avoidance and minimisation for the case studies utilised; integration of risk management with environmental management principles.

### ASSESSMENT

Hazard identification assignment 10%, case study 30%, analysis of environmental risks 20%, risk management exercise 40%

## SLE343 – FISHERIES MANAGEMENT

*Offering information: Not offered until 2014*

*Offered at: (W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQB335*

*Unit chair: L Laurensen*

*Prerequisite: SLE261*

*Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit include:

- History of world's fisheries
- Australian fishing zone
- History of Australian fisheries
- Fisheries Methods
- Impact of fishing
- Management & Enforcement
- Input vs. output controls
- Fisheries Economics

### ASSESSMENT

Case study (approximately 3000 words) 50%, five topic reports 25%, final exam 25%.

## SLE346 – MOLECULAR BASIS OF DISEASE

*Offered at: (B, G)*

*Credit point(s): 1*

*Offerings: Trimester 1 (B only), trimester 2 (G only)*

*EFTSL value: 0.125*

*Previously coded as: SBB346*

*Unit chair: L Ackland*

*Prerequisite: One of SBB212, SLE212 and one of SBB206, SLE206, SBB211, SLE211, SBB222, SLE222, SBC214 or SLE214*

*Corequisite: SLE010*

*Contact hours: 3 x 1 hour lectures per week, 5 x 3 hour practical classes per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will cover the pathology of human disease at a molecular and cellular level and will be presented in four sections. The first section will address toxic

damage to cells, repair process within cells, cell ageing and mechanisms of cell death. The second section will cover the biology of cancer. The third section will examine the molecular and cellular changes that lead to diverse clinical features in inherited syndromes and multisystem diseases. In the fourth section the role of trace elements in human biology and disease will be discussed. Within the unit students will be exposed to current theories of the molecular basis of disease through articles from the primary scientific literature.

### ASSESSMENT

Two tests (10% each) 20%, examination 40%, practical work 40% (including laboratory work and group presentation)

## SLE347 – RESTORATION OF MARINE AND FRESHWATER ECOSYSTEMS

*Offering information: Not offered in 2013*

*Offered at: (W)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQB347*

*Unit chair: D Ierodiaconou*

*Prerequisite: Any two level 2 SBB, SLE, SQB, SQE or SQP units*

*Corequisite: SLE010*

*Contact hours: 2 lectures per week (or equivalent), 5 x 3 hour practical sessions (or equivalent)*

*Note: Students may be required to meet their own expenses for the field laboratory course at Warrnambool. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit focuses on the impacts of human use on marine and freshwater ecosystems, how to assess these impacts, and the methods of rehabilitation and management of multiple-use ecosystems. Topics to be addressed in this unit include water resources; water use; influence of land use transition on water resources; non-point sources and the interrelationships between aquatic ecosystems and catchments; translocation and restocking; the effects of catchment disturbance on aquatic communities; eutrophication and salinity; regulated streams and water extraction; wetlands and coastal disturbance; water quality management; lake, stream and marine ecosystem rehabilitation; and environmental flows.

### ASSESSMENT

One class test 40%, assignment 20%, case study 40%

## SLE350 – MARINE WILDLIFE

*Offered at: (B, G, W) (Intensive)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Previously coded as: SQB350*

*Unit chair: J Arnould*

*Prerequisite: Two level 2 SQA/SQB/SQE/SBB/SLE-coded units*

*Contact hours: Intensive mode short course (lectures and practicals) taught in first two weeks of Trimester on Burwood campus including field excursions visiting fur seal and sea bird colonies. Some assessments due after intensive short course finishes.*

*Note: This unit has a quota applied. Students should contact the unit chair directly if they are unable to enrol due to the quota restriction. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Marine wildlife – marine mammals, birds and reptiles – present particular conservation challenges with many species currently listed as threatened. This unit covers the diversity of marine wildlife groups, the role of wildlife in marine systems, the ecological and physiological adaptations of wildlife to the marine environment (including life history traits and basic biology), and the threatening processes and major issues affecting the conservation of marine wildlife in Australia (e.g. commercial fisheries, human disturbance, marine debris). Field-based techniques for studying marine wildlife will also be covered.

### ASSESSMENT

Practical reports/assignments (5 x 12%) 60%, oral presentation 10%, online tests (3 x 10%) 30%

## SLE352 – COMMUNITY SCIENCE PROJECT

*Offered at: (B)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SBS350*

*Unit chair: M Gibson*

*Prerequisite: One of SIT191, SIT194, HPS201, SBS251 or SLE251*

*Incompatible with: SBS250*

*Contact hours: 1 x 2 hour lecture/workshop per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Community Science Project is the final unit of the professional practice sequence for the Bachelor of Science. Students will complete all aspects of a project of their choice (pending approval by the Unit Chair), including development of the project description, needs analysis, completion of the project and presentation of results at a forum. The project will be developed and carried out in liaison with an external organisation, thus provide students with a potential career network and career opportunities. Student projects will be used as case studies to examine ethical issues, risk assessments, people and time management, cost analyses, knowledge gap analyses, and development of oral and written communication skills. The unit will also examine resume preparation and interview skills as a prelude to the project.

### ASSESSMENT

Resume 20%, project description 20%, project presentation 30%, ethics 20%, peer review 10%

## SLE353 – ASIAN CONSERVATION AND ENVIRONMENT SUSTAINABILITY: INTERNATIONAL STUDY TOUR

*Offered at: (X-OS)*

*Credit point(s): 1*

*Offerings: Trimester 3*

*EFTSL value: 0.125*

*Cohort rule: This unit is only available to students enrolled in S382 – Bachelor of Environmental Science (Freshwater Biology), S382 – Bachelor of Environmental Science (Freshwater Biology and Management), S393 – Bachelor of Environmental Science (Wildlife and Conservation Biology), S398 – Bachelor of Environmental Science (Environmental Management and Sustainability) more...*

*Unit chair: J White*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: 4 day intensive pre-departure program, 2.5-3 week study tour of Borneo*

*Note: Entry to this unit is via application and interview. Students are required to fund their own travel and accommodation costs and activities undertaken in this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Social context and cultural background are important drivers of how conservation and environmental sustainability are approached throughout the World. The development of a deeper understanding of the influence of these aspects is best achieved through immersion in a different culture. This unit will improve the understanding of the role of culture and social context in environmental decision making through a study tour of Borneo. Whilst on the tour students will meet with academics, researchers, government agencies and community groups, including local indigenous communities. Aspects such as wildlife conservation, sustainable urban planning, transportation and human/wildlife conflict will be investigated.

**ASSESSMENT**

Pre-departure workshop 30%, audio-visual presentation 40%, reflective journal 30%

**SLE354 – DISEASE ECOLOGY AND EPIDEMIOLOGY**

*Offering information: Not offered until 2014 and subject to approval*

*Offered at: (G)  
Credit point(s): 0  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Klaassen  
Prerequisite: TBA  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications*

**CONTENT**

This unit addresses the processes underlying the evolution and ecology of host-pathogen interactions and how these affect animal populations and communities. The unit will involve lectures, supplemented by guest lectures, tutorials and small research projects. The unit starts off with addressing the fundamental question why pathogenic organisms are around and how evolutionary processes combined with design constraints in both hosts and the pathogens have shaped host-pathogen interactions in natural settings. Next we will scale up from host-pathogen interactions at the individual level to the impact of these processes at the level of animal populations, communities and ecosystems. Finally, we will identify how host-pathogen interactions (may) alter as a consequence of various global change processes (including climate change and increased human and domestic animal populations).

**ASSESSMENT**

TBA

**SLE355 – EVOLUTIONARY AND ECOLOGICAL PHYSIOLOGY**

*Offering information: Not offered until 2014 and subject to approval*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Cohort rule: Priority given to BZoolAS students, but other majors may enrol if capacity is not reached in a given year (capacity may be limited due to OH&S concerns with mounting an intensive field-based subject in remote locations)  
Unit chair: B Buttemer  
Prerequisite: TBA  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the physiological challenges that particular environments impose on animals and the physiological and morphological responses that animals evolve to contend with them. Where possible, Australian fauna will be emphasized, but we will also explore well-known physiological and morphological adaptations that are used by other animals to live in extreme environments. Topics include adaptations for maximising energy gain (foraging and digestion), evolution of aerobic metabolism, evolutionary designs for maximising aerobic performance in a range of habitats, coping with oxidative stress, maintaining water and ion balance in extreme environments such as deserts and hypersaline and alkaline lakes, physiological, biochemical, and behavioural responses to very hot and cold environments, and the physiological adaptations associated with successful colonisation of land. Both invertebrate and vertebrate examples will be presented.

**ASSESSMENT**

Assessment for this unit will comprise a written report covering a field project (20%), an oral presentation of a separate field project (10%), a literature review addressing a topic in ecological or evolutionary physiology (30%), a test (short-answer format) given midway through the subject (15%), and a final test covering assigned readings and lecture material (25%; mixed short-answer, graphical, and 1-page essay formats).

## SLE360 – AUSTRALIAN INVERTEBRATES

*Offering information: Not available until 2013*

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBB360  
Unit chair: A Veenstra  
Prerequisite: SLE204  
Contact hours: 2 X 1 hour lectures, 6 X 3 hour practical classes*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines characteristics of invertebrates, together with their evolutionary origins, taxonomy and distribution in the Australasian region; insect success (including sociality) and the importance of invertebrate communities in both undisturbed and disturbed Australian ecosystems; and reproductive and physiological adaptations of invertebrates to Australian conditions. This unit will also address the assessment and control of invertebrate communities in Australia (especially of agricultural pests).

### ASSESSMENT

Class test 15%, examination 35%, laboratory test 10%, project 20%, oral presentation 10%, case study 10%.

## SLE370 – EVOLUTION

*Offered at: (B,G,X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SBB370  
Unit chair: M Symonds  
Prerequisite: One of SLE204, SLE205, SLE254 plus one other level 2 SLE-coded unit  
Contact hours: 1 x 2 hour lecture and 1 x 2 hour tutorial/workshop per week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the broad scope of evolutionary theory, addressing the major mechanisms of evolutionary change including natural selection and genetic drift; mutation and evolution at the general level; adaptation; sexual selection; the evolution of sex and social behavior; speciation and biodiversity; reconstruction and the use of evolutionary trees; the major transitions in evolutionary history; and the evolution of humans. In addition to its central role in biology, the unit will address the implications of evolutionary theory to fields such as medicine, philosophy and education.

### ASSESSMENT

Examination 60%, essay 15%, assignment 15%, oral presentation 10%

## SLE371 – HUMAN AND ANIMAL NAVIGATION

*Offering information: This unit is subject to approval*

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Bennett  
Contact hours: TBA*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

TBA

### ASSESSMENT

TBA

## SLE390 – PROFESSIONAL PRACTICE IN BIOSCIENCE

*Offered at: (B, G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBB390  
Unit chair: S La Fontaine  
Prerequisite: Must be enrolled in S320, S321, S323, D311, D321, D331, D351 or D372  
Contact hours: 10 x 3 hour workshops per trimester.*

*Online study modules. Work experience must be commenced by the end of August. All students are required to participate in the Career Development Workshops and OH&S in-class quiz.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit the development of generic, employment-related professional skills in the fields of biological and biomedical science will be achieved through a combination of preparatory workshop sessions together with a minimum two-week placement or for a negotiated period to a minimum of 80 hours within a relevant, course-related organisation, arranged in consultation with the unit chair. During the placement students will be encouraged to consolidate or enhance existing professional skills.

The series of professional development workshops will include: identifying and developing personal and employment-related skills, such as job and resume preparation and interview techniques; developing research skills; and developing written and oral communication and presentation skills. In addition, issues of occupational health and safety will be covered from both the employer and employee's perspective.

### ASSESSMENT

2 assignments (25%, 25%; one is a research-based assignment; one is a complete job application) 50%, employer evaluation 15% (for completion of 80 hours work placement and satisfactory employers' evaluation report), experiential learning report 15% (the work placement report), 2 x oral presentations (10% each; includes mock interview and oral presentation of work experience) 20%

To be eligible to obtain a pass in this unit students must complete 80 hours volunteer work with a relevant, course-related organisation.

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## SLE395 – PALAEOBIOLOGY

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SBB395  
Unit chair: M Warne  
Prerequisite: One of SQA102, SLE102, SQE136 or SLE136 plus two level 2 units  
Contact hours: 1 x 2 hour lectures per week, 6 x 3 hour practicals per trimester, 1 x half day field trip (weather dependant)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Lecture topics to be addressed in this unit include (1) Fossils of the terrestrial realm and their environments of preservation; (2) Fossils of the marine realm and their environments of preservation; (3) relative and absolute dating of fossils; (4) biological evolution and the fossil record, including discussions on radiation, convergence, rates of extinction and evolutionary trends; (5) Precambrian life and environments; (6) Palaeozoic life and environments; (7) Mesozoic life and environments; (8) Cainozoic life and environments; (9) Quaternary physical evolution of the earth and associated global biological and environmental change, (10) The coming mass extinction. Practical work will involve 2 projects. The first project will involve the description and palaeoecological evaluation of field occurrences of invertebrate macrofossils from a local limestone or sandstone / mudstone exposures around Melbourne. This project will involve a half day field excursion (or use of digital "virtual reality" field tour computer software). The second project will involve the analysis and use of plant and animal microfossils as proxies of environmental change within a "European occupation" historical timescale. This project will involve the examination of microfossils from sediment cores gathered within a modern aquatic setting.

### ASSESSMENT

Practical report 1 40%, practical report 2 40%, class test 20%

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## SLE397 – SENSORY NEUROBIOLOGY AND BEHAVIOUR

*Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Previously coded as: SBB397  
Unit chair: P Guevara Fiore  
Prerequisite: One of SBB211, SLE211, SBB204 or SLE204  
Contact hours: 2 x 1 hour lectures per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit considers how, why and when animals transfer information to others and the impact on behavioural patterns. It addresses the mechanisms underlying these communication methods, the constraints acting on information transfer and the evolutionary implications

of such constraints. Using guided reading and problem solving the students will be encouraged to think critically about experimental design and to evaluate the literature.

#### ASSESSMENT

Written assignment 30%, class test (small group work problem solving) 10%, reading test (online test of outside reading) 10%, examination 50%

## SLE410 – ADVANCED TOPICS IN FORENSIC SCIENCE A

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Previously coded as: SBF415*  
*Cohort rule: (This unit is restricted to students enrolled in S324.1, S401)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## SLE411 – HONOURS RESEARCH THESIS A

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Previously coded as: SBF416*  
*Cohort rule: (This unit is restricted to students enrolled in S324.1, S401)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## SLE412 – ADVANCED TOPICS IN FORENSIC SCIENCE B

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Previously coded as: SBF419*  
*Cohort rule: (This unit is restricted to students enrolled in S324.1, S401)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## SLE413 – HONOURS RESEARCH THESIS B

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*  
*Previously coded as: SBF420*  
*Cohort rule: (This unit is restricted to students enrolled in S324.1, S401)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## SLE420 – HONOURS BIOLOGY

*Offered at: (B, G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.250*  
*Previously coded as: SBB420*  
*Cohort rule: (This unit is restricted to students enrolled in S400, S411, S433)*  
*Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

Unit detail not available



**SLE421 – HONOURS BIOLOGY**

Offered at: (B, G)  
 Credit point(s): 2  
 Offerings: Trimester 1

EFTSL value: 0.250  
 Previously coded as: SBB421  
 Cohort rule: (This unit is restricted to students enrolled in S400, S411, S433)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

**SLE430 – HONOURS CHEMISTRY**

Offered at: (G)  
 Credit point(s): 2  
 Offerings: Trimester 1

EFTSL value: 0.250  
 Previously coded as: SBC420  
 Cohort rule: (This unit is restricted to students enrolled in S400)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

**SLE422 – HONOURS BIOLOGY**

Offered at: (B, G)  
 Credit point(s): 2  
 Offerings: Trimester 2

EFTSL value: 0.250  
 Previously coded as: SBB422  
 Cohort rule: (This unit is restricted to students enrolled in S400, S411, S433)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

**SLE431 – HONOURS CHEMISTRY**

Offered at: (G)  
 Credit point(s): 2  
 Offerings: Trimester 1

EFTSL value: 0.250  
 Previously coded as: SBC421  
 Cohort rule: (This unit is restricted to students enrolled in S400)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

**SLE423 – HONOURS BIOLOGY**

Offered at: (B, G)  
 Credit point(s): 2  
 Offerings: Trimester 2

EFTSL value: 0.250  
 Previously coded as: SBB423  
 Cohort rule: (This unit is restricted to students enrolled in S400, S411, S433)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

**SLE432 – HONOURS CHEMISTRY**

Offered at: (G)  
 Credit point(s): 2  
 Offerings: Trimester 2

EFTSL value: 0.250  
 Previously coded as: SBC422  
 Cohort rule: (This unit is restricted to students enrolled in S400)  
 Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

## SLE433 – HONOURS CHEMISTRY

Offered at: (G)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Previously coded as: SBC423  
Cohort rule: (This unit is restricted to students enrolled in S400)  
Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

Unit detail not available

## SLE442 – HONOURS ENVIRONMENTAL SCIENCE

Offered at: (B, W)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Previously coded as: SQE422  
Cohort rule: (This unit is restricted to students enrolled in S494)  
Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

## SLE440 – HONOURS ENVIRONMENTAL SCIENCE

Offered at: (B, W)  
Credit point(s): 2  
Offerings: Trimester 1

EFTSL value: 0.250  
Previously coded as: SQE420  
Cohort rule: (This unit is restricted to students enrolled in S494)  
Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

## SLE443 – HONOURS ENVIRONMENTAL SCIENCE

Offered at: (B, W)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.250  
Previously coded as: SQE423  
Cohort rule: (This unit is restricted to students enrolled in S494)  
Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

## SLE441 – HONOURS ENVIRONMENTAL SCIENCE

Offered at: (B, W)  
Credit point(s): 2  
Offerings: Trimester 1

EFTSL value: 0.250  
Previously coded as: SQE421  
Cohort rule: (This unit is restricted to students enrolled in S494)  
Prerequisite: Nil

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

## SLE701 – FOUNDATIONS OF BIOTECHNOLOGY

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBB701  
Unit chair: M Muralitharan  
Prerequisite: Nil  
Contact hours: 24 hours of lectures and industry visits

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT****Biology**

Enabling technologies in the following areas: Eukaryote and prokaryote cell biology, structure and function, the immune system and the use of antibodies, signal transduction, DNA technology and immunoassays, gene expression, transformation and analysis, proteomics and genetics, health and disease, high throughput systems and bioinformatics.

**Chemistry**

Spectroscopy and the principles of separation science, chemical syntheses, chemical structure, applications of chemiluminescence, analytical tools such as mass spectrometry and flow injection technologies, applications of microfluidic technology in protein and enzyme analysis.

**Microbiology**

Principles of microbiology, growth of bacterial populations and environmental effects, viruses, bacteria, the archaea, eukaryotic microorganisms, metabolic diversity, microbial bioremediation, industrial microbiology.

**ASSESSMENT**

Projects (1 x 20%, 1 x 25%) 45%, examination 55%

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## SLE702 – BIOINFORMATICS, PROTEOMICS AND GENOMICS

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SBB702*

*Unit chair: J Rookes*

*Prerequisite: Nil*

*Contact hours: 24 hours of lectures*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT****Bioinformatics:**

**Sequence Information and Analysis:** This unit provides an overview of bioinformatics, focusing on problem solving and experimental design. **Genome Analysis:** This unit provides an overview and analysis of the theory and practice of genome sequence analysis and the expression of the genome, **Database Construction and Information Retrieval:** This unit examines relational databases, **Statistics in Genetics:** This unit details modern statistical computing and graphics environments. Students will gain skills in,

implementation, application and interpretation of statistical methods.

**Proteomics:**

**Electrophoresis:** This unit covers basic theory and practical techniques of SDS-PAGE and 2-D PAGE electrophoresis, **Protein Detection and Quantitation:** This unit covers the theory and practice of chromatography and Mass Spectrometry (MS), **Protein expression:** This unit covers the theory and practical techniques of recombinant protein production and protein/peptide synthesis.

**Genomics:**

**What is a gene?:** This unit details the structure and organization of the genome in the context of protein and non-protein coding genes (such as micro RNAs) and how these genes are transcribed and regulated within the cell, **Genome sequencing:** This unit covers basic theory and practical methods for sequencing genomes (including high throughput, multi-parallel platforms) and the discovery and annotation of protein and non-protein coding genes. **Gene expression:** This unit provides an overview of the theoretical and practical aspects of transcriptomics, such as microarrays and quantitative PCR.

**Functional Genomics:**

This unit covers the theory and practical use of RNA interference and cell based assays to study and identify the function of newly discovered genes. The role of knock-out and knock-in transgenic techniques will also be covered.

**ASSESSMENT**

Project reports (3 x 15%) 45%, examination 55%

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## SLE703 – AGRICULTURAL BIOTECHNOLOGY

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Previously coded as: SBB703*

*Unit chair: D Cahill*

*Prerequisite: Nil*

*Contact hours: 2 x 1 hour lectures per week and industry visits*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This advanced unit embraces advanced topics in plant and animal biotechnology as it relates to agriculture and includes topics such as genomes and genome organisation, the regulation of gene expression, plant and animal cell and tissue culture methodologies, gene transformation techniques, the application of transgenic technology for crop and livestock improvement (including the production of transgenic plants resistant to abiotic and biotic stresses and with enhanced nutritional value) and the use of transgenic plants as bioreactors for the production of novel proteins in medicine and industry and including the production of mammalian cell-lines and monoclonal antibodies. Other topics include the use and development of vaccines and their commercialisation, new vaccine technologies, global challenges in immunisation, mammalian cloning, stem cells and xenotransplantation.

**ASSESSMENT**

Project reports 20%, poster and seminar presentation 20%, examination 60%

to specific proteins including phage display approaches and uses of antibodies in biotechnology.

**ASSESSMENT**

Project reports (2 x 20%) 40%, Final Examination 60%.

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## SLE705 – BIOPHARMACEUTICALS AND MEDICAL DEVICES

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB705*  
*Unit chair: M Muralitharan*  
*Prerequisite: Nil*  
*Contact hours: 24 hours of lectures and industry visits*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

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## SLE704 – CELLULAR BIOLOGY AND IMMUNOLOGY

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB704*  
*Unit chair: J Rookes*  
*Prerequisite: Nil*  
*Contact hours: 24 hours of lectures*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will cover aspects of cellular biology and immunology that are important areas common to many biotechnological processes. Students will gain a deeper understanding of cell structure and function. Topics in cell biology will include structures of eukaryotic and prokaryotic cells, membrane structure and function, cell signalling and signal transduction, control of the cell cycle and apoptosis. The immunology module will focus on key aspects of cellular and innate immunology. The innate immunology unit will cover the role of Toll like receptors and cytokines, and the cellular immunology unit will cover the role of B and T cells in adaptive immune response to disease. The module will also cover immunological techniques that are of particular value in biotechnology, including stem cells, transplantation and rejection, production of antibodies

**CONTENT**

**Biopharmaceuticals:** Types of commercial biopharmaceuticals, drug development, cytokines, haemopoietic growth factors, growth factors, hormones of therapeutic interest, blood products and therapeutic enzymes, antibodies, vaccines, adjuvants, nucleic acid therapeutics, protein based New Chemical Entities (NCEs), small molecule based New Chemical Entities (NCEs), combinatorial synthesis and computational chemistry in medicinal chemistry; specific drugs such as antibacterials, opium analgesics, etc.; case, pre-clinical development, formulation, Phase 1 Trails, Phase 2 Trials, Phase 3 Trials, regulatory approval, product labeling, marketing and launch, product monitoring and improvement.

**Medical Devices:** Introduction to medical devices, types (any article, including software, intended to be used by human beings for the prevention, monitoring or treatment of a disease, injury or physiological process – including the control of conception), regulatory aspects of the various types of medical devices, experimental design, device discovery, device engineering, device electronics, device materials, device pre-clinical development, testing, clinical trials, regulatory approval, product labelling, marketing and launch and product monitoring and improvement.

**Nutraceuticals:** Functional foods, additives, nutraceuticals (eg. Probiotics, unsaturated fatty acids)

**ASSESSMENT**

Project reports 40%, examination 60%

## SLE706 – FRONTIER TECHNIQUES IN BIOTECHNOLOGY AND NANOTECHNOLOGY

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBB706*  
*Unit chair: Wenrong Yang*  
*Prerequisite: Nil*  
*Contact hours: 1 x 2 hour lecture per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Advanced study of the science underpinning frontier biotechnologies. Topics will include, chemistry of materials, molecular diagnostics, emerging trends in bionanotechnology including nanomaterial application, the use of biomolecules in templating, developments in experimental techniques including imaging at the nano scale and key development in food processing.

### ASSESSMENT

2 assignments (1 x 10%, 1 x 20%) 30%, presentation 10%, examination 60%

## SLE708 – PROFESSIONAL PRACTICE PROJECT

*Offered at: (G)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*  
*Previously coded as: SBB708*  
*Unit chair: M Muralitharan*  
*Prerequisite: Nil*  
*Contact hours: Approximately 40 contact hours per trimester (including 24 hours of lectures)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

In this unit students will carry out their professional practice relevant to their Biotechnology course using knowledge gained in previous study. The project entails research investigation involving an analysis and interpretation of data, or a critical review and interpretation of literature on a selected topic, and provides an opportunity for the practical application

and integration of the professional background and skills studied in other units of the master's degree. The unit requires a commitment equivalent to around one trimester's work on a part-time basis and will earn two credit points. Frequent feedback to the University supervisor in the form of progress reports is essential. Students will be required to submit a minor thesis fully documenting the work carried out. Students are also required to present their work at a seminar arranged at a suitable venue.

### ASSESSMENT

Oral presentation 30%, two project reports (20%, 50%) 70%

## SLE710 – INDUSTRY-LINKED RESEARCH PROJECT A

*Offered at: (G, X)*  
*Credit point(s): 4*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.500*  
*Previously coded as: SBB710*  
*Unit chair: C Barrow*  
*Prerequisite: Students would normally be expected to have an approved academic standard of 65% and above and an available project and supervisor. Please contact the Unit Chair prior to enrolling in this unit.*  
*Corequisite: Students must be enrolled in the Master of Biotechnology (Honours) S771*  
*Contact hours: A full trimester of research and assessment-related tasks*

*Note: Please contact the Unit Chair prior to enrolling in this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This applied biotechnology research project is designed for students to undertake following the successful completion of the Master of Biotechnology core units. Projects are conducted over two subsequent trimesters. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the project. The comprehensive assessment system includes the preparation of a final report, conducting a research seminar and being assessed by the industry and academic supervisors.

### ASSESSMENT

Industry assessment (20%), presentation (20%), final report (60%)

## SLE711 – DRUG DESIGN AND DELIVERY

Offering information: Not offered in 2012

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBB711  
Unit chair: C Barrow  
Prerequisite: One of SBB705 or SLE705  
Contact hours: Equivalent of 40 hours of lectures/  
industry based learning

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Concept of drugs and drug targets, drug action at proteins, nucleic acids and receptors; structural considerations; drug discovery, design and development; drug-target interactions; pharmacokinetics and quantitative structure-activity relationships (QSAR); studies with respect to rational drug design, experimental Design.

Drug Design and Delivery for:

- Protein based New Chemical Entities (NCEs)
- Small molecule based New Chemical Entities (NCEs)
- During Scale-up Considerations
- Associated with Pre-clinical Development
- Associated with Formulation
- Considerations During Clinical Trials, Regulatory Approval Considerations.
- GLP, GCP and GMP
- mAb's and mode of action, awareness of novel therapeutics concepts (sRNAi, fragment based therapeutics etc), injectable route with info on inhaled and transdermal.

### ASSESSMENT

Project reports 50%, examination 50%

## SLE712 – LABORATORY TECHNIQUES FOR CELLULAR AND MOLECULAR BIOTECHNOLOGY

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Previously coded as: SBB712  
Unit chair: J Rookes

Prerequisite: Nil  
Corequisite: SLE010 and one of SBB701, SLE701, SBB702, SLE702, SBB703, SLE703, SBB704, SLE704, SBB705, SLE705, SBB706 or SLE706  
Contact hours: 36 hours (3 hour practical class x 12 weeks)

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This practical-based unit provides students with fundamental skills in cellular and molecular biology which are essential for both research and commercial applications of Biotechnology. Students will be provided with the opportunity to individually and in groups undertake a variety of laboratory-based procedures. These include many sought after techniques in molecular biology involving DNA and RNA such as isolation, purification, amplification, restriction enzyme digestion, cloning, ligation, vector construction and agarose gel electrophoresis. In addition, students will also gain an understanding of the rapidly advancing field of Bioinformatics through computer-based workshops. Techniques required for protein analysis such as poly acrylamide gel electrophoresis, enzyme-linked immunosorbent assays (ELISA) and immunofluorescence microscopy will also be form part of the practical program.

### ASSESSMENT

3 x practical class reports (20% each) 60%, examination 40%

## SLE713 – INDUSTRIAL AND ANALYTICAL TECHNIQUES IN BIOTECHNOLOGY

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SBB713  
Unit chair: J Rookes  
Prerequisite: Nil  
Corequisite: SLE010 and one of SBB701, SLE701, SBB702, SLE702, SBB703, SLE703, SBB704, SLE704, SBB705, SLE705, SBB706 or SLE706  
Contact hours: 3 hour practical classes per week over 12 weeks

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This practical-based unit provides students with exposure to advanced technical skills applicable to many fields within Biotechnology. This will include techniques commonly used in industrial and medical microbiology, synthetic chemistry, agricultural and medical biotechnology and nanotechnology. Analytical skills will be developed through practical classes relating to spectroscopy and separation science techniques such as capillary electrophoresis, luminescence spectroscopy, atomic emission spectroscopy, flow injection and sequential injection analysis. This unit will also feature the demonstration and use of industry-standard cutting edge instrumentation.

**ASSESSMENT**

3 x practical class reports (20% each) 60%, examination 40%

**SLE718 – CHEMICAL HAZARDS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SBH711*  
*Unit chair: D Mann*  
*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines chemicals in the workplace, including chemical principles, legislation, exposure standards, hazardous substances and material safety data sheets; air sampling, including particulates, gases and vapours, sampling equipment and calibration; the basics of selected methods of chemical analysis, including spectrometry, chromatography, asbestos counting and direct reading instruments; exposure assessment, including 'the walk through survey', sampling strategies and basic statistics.

**ASSESSMENT**

Four assignments (10% each) 40%, examination 60%. To be eligible to obtain a pass in this unit students must achieve a minimum mark of 50% in the examination and an overall mark of 50%.

**SLE719 – TOXICOLOGY AND BIOHAZARDS**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: Continuing students who have completed SBH724 Human Factors should enrol in SBH712 Toxicology and Biohazards (instead of SLE719)*  
*Unit chair: D Mann*  
*Prerequisite: Nil*  
*Incompatible with: SBH724*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit provides a basic understanding of the science of toxicology and an appreciation of important toxic agents encountered in occupations. Major topics covered are introduction to human physiology; absorption, distribution, metabolism and excretion of toxins; mutagenesis and carcinogenesis; immune system; respiratory systems; hepato and nephrotoxicity; skin and eyes; nervous system; reproductive system; blood and cardiotoxicity; toxicity testing; introduction to epidemiology; risk assessment; biological monitoring; and biological hazards.

**ASSESSMENT**

Four assignments (10% each) 40%, examination 60%. To be eligible to obtain a pass in this unit students must achieve a minimum mark of 50% in the examination and an overall mark of 50%.

**SLE720 – RISK ASSESSMENT AND CONTROL**

*Offered at: (Online, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBH715*  
*Unit chair: T Thornton*  
*Prerequisite: Nil*  
*Incompatible with: SBH732, SQE722, SEV710*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: This unit is a wholly online unit; there will be no face to face teaching.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit is to be delivered in a modular approach. Students will complete a common core that provides students with an understanding of risk assessment and management principles. Following this common core, students will, based on their enrolments select one of the following modules: environment and occupational hygiene.

Students will discuss selection of the module with the course coordinator.

### Environment

This module provides a combination of theory and practical case studies, designed to provide students with the understanding and hands-on experience necessary to identify and address risks to healthy environments. This module includes: Case studies of urban, industrial, agricultural and/or natural environments at risk; the role of techniques such as indices of environmental health, epidemiology, toxicology and statistics in evaluating environmental and health concerns – data analysis and interpretation – the limitations associated with the various risk assessment techniques; approaches to risk management through policy, legislation, planning and management; risk management principles and planning; appropriate risk avoidance and minimisation for the case studies utilised; integration of risk management with environmental management principles.

This module is designed to enable environmental objectives to be identified and implemented within a broad range of industry sectors in line with ecological sustainability principles. Tools such as life cycle analysis and risk assessment, used to measure environmental performance will be described and opportunity provided to utilise these in the development of a site specific environmental management system. Systems that assist organisations meet environmental management requirements that are used internationally and within Australia will be examined as will the potential to link in with other management systems commonly used within organisations.

### Occupational hygiene

This module uses a simulated (multimedia) workplace to provide experience of conducting a walk through survey, undertaking a risk assessment, communicating the results, designing an exposure monitoring exercise, and designing a control strategy including engineering and non-engineering controls.

### Engineering

This module will enable students to understand risk issues associated with enterprises, understand the links

between the environment and economics, understand how innovation and sustainable development may impact on each other, apply the principles of sustainable development within an enterprise, and recognise the benefits, and the costs, associated with risk management and sustainable development. The topics addressed include risk management, ecologically sustainable development, green design, economics and sustainability, and population and sustainability.

## ASSESSMENT

Four online assignments (25% each) 100%

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## SLE721 – POLICY AND PLANNING FOR SUSTAINABLE DEVELOPMENT

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SQE721  
Unit chair: T Thornton  
Prerequisite: Nil  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

This unit focuses on the synthesis, interpretation and analysis of information in regards to environmental policy at all levels of government and other public or private organisations. The need for global co-operation and action in responding to environmental issues is becoming more important. Air quality, land management, resource use and water quality are some of the myriad of issues that can only be resolved with greater understanding of local issues to enable targeted responses at the global level. Due to lack of agreement in policy aims and specific objectives, it has been argued that the current approaches to environmental management have not been as effective in achieving desired environmental outcomes. Practitioners need to understand the process of policy development in order to fully realise the potential outcomes as well as to be able to input into the process to achieve sustainable outcomes. Policy objectives need to be fully cognisant of the environmental, political, economic and social influences that must be addressed if change is to occur.

## ASSESSMENT

Two assignments (20% each) 40%, case study 30%, project report 30%



## SLE723 – PHYSICAL HAZARDS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBH723*  
*Unit chair: D Mann*  
*Prerequisite: Nil*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers the characteristics of radiation (energy, frequency, wavelength and the electromagnetic spectrum); non-ionising radiation ranging from static fields, through ELF, radio, microwave, infra-red, and visible frequencies to ultra-violet radiation is studied from the viewpoint of interaction with matter, measurement, health effects, exposure standards and controls. Emphasis is given to industrial sources of non-ionising radiation and special attention is given to lasers and the administrative controls to which they are subject. Similarly, ionising radiation, including electromagnetic (X and  $\gamma$ ) and particulate ( $\alpha$ ,  $\beta$  and  $n$ ) radiation is considered, giving emphasis to commonly encountered sources of such radiation in industry and laboratories and with reference to the relevant legislation. The unit also looks at noise: the underlying physics of sound, hearing, physiological effects, noise induced hearing loss, audiometry, methods of monitoring noise levels and exposure, exposure standards, regulations and noise control; and vibration: underlying physics, physiological and medical effects, and measurement of vibration, exposure standards, regulations and vibration control.

### ASSESSMENT

Four assignments (10% each) 40%, examination 60%. To be eligible to obtain a pass in this unit students must achieve a minimum mark of 50% in the examination and an overall mark of 50%.

## SLE724 – HUMAN FACTORS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SBH724*  
*Unit chair: D Mann*  
*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit covers both human factors and workplace control. Major topics covered are the philosophy and principles of ergonomics, including fitting the task to the worker; applied occupational anthropometry and biomechanics and its application to hazards such as a manual handling; work physiology and work rate assessment; the thermal environment, heat stress and heat stress indices including Wet Bulb Globe Temperature (WBGT), the Heat Stress Index (HSI), predicted sweat rates and the ISO methods (ISO 7243 and ISO 7933); workplace lighting, glare and discomfort, task lighting and methods of assessment. Control topics include the hierarchy of control, engineering controls and personal protective clothing and equipment.

### ASSESSMENT

Four assignments (10% each) 40%, examination 60%. To be eligible to obtain a pass in this unit students must achieve a minimum mark of 50% in the examination and an overall mark of 50%.

## SLE725 – ENVIRONMENTAL MANAGEMENT SYSTEMS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SQE723*  
*Unit chair: T Thornton*  
*Prerequisite: Nil*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed to enable environmental objectives to be identified and implemented within a broad range of industry sectors in line with ecological sustainability principles. Tools such as life cycle analysis and risk assessment, used to measure environmental performance will be described and opportunity provided to utilise these in the development of a site specific environmental management system. Systems that assist organisations meet environmental

management requirements that are used internationally and within Australia will be examined as will the potential to link in with other management systems commonly used within organisations.

#### ASSESSMENT

Two assignments (10% each) 20%, essay 20%, analysis exercise 20%, case study report 40%

## SLE727 – ENVIRONMENT PROTECTION AND OCCUPATIONAL HEALTH AND SAFETY

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Thornton*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit aims to provide students with knowledge on a wide range of Australian and International environmental impacts and contemporary approaches to protect people and their environments by reducing environmental pollution in the first instance and how these issues are managed by environment protection agencies.

Topics addressed in this unit include: air pollution causes and effects, noise impacts on the environment and workplace, noise control options, solid and liquid waste generation sources, wastewater management, environment and OHS audit techniques, ecologically sustainable development, eco-design, life cycle analysis and risk assessment, environmental and OH&S legislation and Australian and International approaches, management strategies such as works approvals and licencing.

#### ASSESSMENT

Essay 30%, OHS exercise 10%, environment protection case study 40%, end-of-trimester test 20%

## SLE728 – OCEANS, COASTS AND CLIMATE CHANGE

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: G Wescott*

*Prerequisite: Nil*

*Incompatible with: SLE328*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The internationally accepted concept of integrated coastal management (ICM) is introduced, described and analysed. International advances and initiatives in marine and coastal affairs such as conventions and agreements, for example the United Nations Convention on the Law of the Sea (UNCLOS), are described and analysed. The varying approaches adopted towards ocean and marine policy and implementation of chapter 17 of Agenda 21 (Rio Convention) will be covered. Australia's approach to marine and coastal policy and management will be concentrated on as an example of a national approach towards implementing integrated marine and coastal management. Topics covered will include Australia's ocean policy and the emphasis placed on community involvement, in particular through such approaches as the Marine and Coastal Community Network and Coastcare. An overview of the approaches taken in various Australian states towards implementing integrated coastal management will be described and analysed.

#### ASSESSMENT

Written report on international/national issue, concept or policy 30%, reading assignment 30%, test 40%

## SLE729 – CARBON ACCOUNTING

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: T Thornton*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit will enable students to identify the broad causes of climate change and relate these to specific impacts from industry sectors and resource use. Based on the use of carbon accounting tools, students will identify the relevance of the tools to specific industry sectors, regulatory requirements for carbon accounting and development of a carbon management action plan. The unit will also provide an understanding of the rationale and benefits of improved resource management within a broad range of industry sectors.

### ASSESSMENT

Essay 30%, Carbon Accounting report (case study) 50%, Practical assignment 20%

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## SLE730 – INDUSTRY-LINKED RESEARCH PROJECT B

*Offered at: (G, X)  
Credit point(s): 4  
Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.500  
Unit chair: C Barrow  
Prerequisite: SLE710 and students would normally be expected to have an approved academic standard of 65% and above and an available project and supervisor. Please contact the Unit Chair prior to enrolling in this unit.  
Corequisite: Students must be enrolled in the Master of Biotechnology (Honours) S771  
Contact hours: A full trimester of research and assessment-related tasks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This applied biotechnology research project is designed for students to undertake following the successful completion of the Master of Biotechnology core units. Projects are conducted over two subsequent trimesters. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the project. The comprehensive assessment system includes the preparation of a final report, conducting a research seminar and being assessed by the industry and academic supervisors.

### ASSESSMENT

Industry assessment (20%), presentation (20%), final report (60%)

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## SLE731 – OCCUPATIONAL HYGIENE PRACTICE

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SBH731  
Unit chair: K Gawne  
Prerequisite: Nil  
Contact hours: Requires attendance at Deakin University Geelong Waurn Ponds Campus full time for a practical block period of one week duration, followed by off-campus study for the remainder of the trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Practical topics include sampling and analysis of dusts, gases and vapours; direct reading instruments; execution of an occupational hygiene survey; ventilation assessment and design; assessment of ionising and non-ionising radiation; noise measurement; audiometry; lighting; and work physiology and databases and online resources covering occupational hygiene methods, legislation and practice.

### ASSESSMENT

Practical reports (consisting of workbook reports 50%, survey report 25%) 75%, walk through survey report 25%

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## SLE732 – GEOGRAPHIC INFORMATION SYSTEMS

*Offered at: (B)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Whisson  
Prerequisite: Nil  
Incompatible with: SLE332  
Contact hours: 1 x 4 hour lecture/practical per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The principles of spatial analysis and mapping using GIS will be described. The unit will cover data collection, input, storage and retrieval, analysis and display. Students should achieve basic software competency based on exercises using widely used software packages. Practical exercises will demonstrate the application of GIS to a range of ecological applications. Applications involving integration of GPS, GIS and remote sensing will be emphasised.

### ASSESSMENT

Examination 40%, three assignments (15%, 15%, 30%) 60%

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## SLE733 – OCCUPATIONAL HYGIENE PROJECT A

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SBH733, SEN701*

*Unit chair: K Gawne*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The project is undertaken at the student's own workplace or, if that is not possible, at that of a cooperative client. Ideas for the investigation should be discussed with employer representatives and the support of management obtained. The proposal then has to be approved by the University. Part A of the project involves preparing a detailed plan of work, an industry and process review, a survey of the relevant literature and the carrying out of a thorough walk-through survey of the workplace. The walk-through survey (WTS), which includes the identification and prioritisation of hazards and recommendations for future action, is written up and submitted for assessment.

### ASSESSMENT

Two assignments (20 each) 40%, walk-through survey (WTS) report (10 – 15 pages) 60%

## SLE734 – OCCUPATIONAL HYGIENE PROJECT B

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Previously coded as: SBH734, SEN702*

*Unit chair: K Gawne*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is a continuation of a single project commenced earlier. During this trimester you will complete the literature survey, carry out workplace monitoring for one or more health hazards and make recommendations for the elimination or reduction of the risks to acceptable levels. A final report, incorporating the work over both trimesters, and taking into account feedback received on work submitted during the year, is prepared which must conform to requirements for structure and content described in the Project Guide.

### ASSESSMENT

Two assignments (20 each) 40%, final report (35 – 60 pages) 60%

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## SLE735 – INDUSTRIAL APPLICATIONS OF SCIENCE

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Muralitharan*

*Prerequisite: Nil*

*Contact hours: 3 x 1 hour lectures and 1 x 1 hour tutorial class per week. Students may be required to take 1 x 8 hour field trips per trimester.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will focus on the relationship between science and modern-day commercial activity, with emphasis on emerging industries and service sectors. Case studies in biotechnology will be used to provide a foundation for understanding the relationship between small-scale laboratory science and large-scale product production. The unit will examine microbiological and recombinant DNA technology in agricultural, medical, pharmaceutical, marine and food-based industries, and the research being done in applied research institutes and industry. Topics will include, but are not limited to: microbial synthesis of commercial products including solid state production; bioremediation and other environmental applications including genetic engineering of biodegradative pathways; molecular diagnostics including immunological procedures, DNA diagnostic systems, and molecular diagnosis of genetic disease, recombinant DNA technologies in agriculture including increased resistance of plants to insects, pathogens, herbicides and environmental stresses, and plants as bioreactors; and the regulation of biotechnology; genetically modified foods, regulations, benefits and risks of biotechnology, transgenic animals, recombinant growth hormones, gene transformation techniques, genomics, gene mapping, gene therapy and diagnostics.

**ASSESSMENT**

Final examination 50%, two essays 40%, oral presentation 10%

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## SLE755 – CATCHMENT AND COASTAL MANAGEMENT

*Offered at: (B)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: G Wescott*  
*Prerequisite: Nil*  
*Incompatible with: SLE305*  
*Contact hours: 5 hours per week (lectures, tutorial, practical class and excursions).*

*Note: Unit quota applies. Students may be required to meet their own expenses while on fieldwork. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Global concepts and the theoretical basis of integrated land and sea management, e.g. Integrated Catchment Management and Integrated Coastal Zone Management are introduced. A case study of a global leader in integrated natural resources management (Victoria) is used to illustrate the implementation of

the concepts. Approaches taken to the integrated management of catchments and coasts and the roles of government, semi-government and local government authorities, and non-government organisation in management are described and discussed. Overlaps of responsibility, possible conflicts of interest, and unclear boundaries of responsibility are identified. The State of Victoria is to be used as a case study of an attempt to integrate catchment and coastal management. The logic of the catchment as an area for both and management and planning purposes is discussed. Methods used to evaluate the social, biophysical and land-use characteristics and to develop community awareness and involvement in problems with catchment associated with catchments and coasts are described.

**ASSESSMENT**

Two tests 30%, a group report 45%, essay 25%

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## SLE791 – INTERPRETING NATURAL AND CULTURAL LANDSCAPES

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE744*  
*Unit chair: S Nunn*  
*Prerequisite: Nil*  
*Incompatible with: AIM723*  
*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

**CONTENT**

The unit begins with a discussion of natural and cultural heritage values as expressed in the terms 'cultural landscapes' and 'Country'. Students consider different ways of knowing and understanding in the context of the conversation across knowledge systems. The unit examines the idea of the Australian landscape as a cultural construction embodying complex human relationships connecting nature, human nature and the environment. The use of interpretation in the process of assessing heritage 'Significance' is examined with reference to current international and national practice. The unit continues with an examination of the theory and principles of heritage interpretation in conservation, and highlights the importance of linking the communication of meaning and significance to the special experiences and opportunities available for visitors to heritage sites.

The contemporary international discourse on interpreting cultural landscapes will be considered, as well as The Burra Charter. Throughout this unit students are challenged to consider the potential of interpretative theory and technique in analysing and communicating heritage significance. The need for creative and innovative thinking in interpreting landscape and seascape heritage values to the wider public is emphasised.

#### ASSESSMENT

Essay 25%, assessment of significance 40%, critical analysis of the interpretation offered by heritage site 35%. To be eligible to obtain a pass in this unit students must achieve at least 50% for the Statement of Significance.

## SLE792 – KNOWLEDGE FOR NATURAL AND CULTURAL ENVIRONMENTS

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE741*  
*Unit chair: K Sutton*  
*Prerequisite: Nil*

*Contact hours: Intensive teaching mode (CBD) – Three one week teaching blocks per trimester*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

#### CONTENT

The Australian environment as we see it today is a reflection of historical and ongoing interactions between its peoples, their actions and knowledge base. Recent management of the Australian environment has been largely underpinned by western science. This dominance however, is being challenged both theoretically and practically by the acceptance of a more holistic and integrated approach to managing land, water and resources. This unit explores the current and emerging perspectives and knowledge that are influencing current management of Australian natural and cultural environments.

Ecological, environmental, economic and community development understandings of environmental management provide a starting point to examine the importance of cultural influences on community based natural and cultural resource management.

The unit focuses on the connection between knowledge and management of Natural and Cultural environments and aims to develop foundational skills by analysing and creatively responding to natural and cultural resource management theory and practice.

#### ASSESSMENT

Guided reading and related questions 30%, dictionary of Natural and Cultural Resource Management concepts and reference database 40%, case study on Community directed management of natural and cultural environments 30%

## SLE793 – NATURAL RESOURCE MANAGEMENT FRAMEWORKS AND ISSUES

*Offered at: (G)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SQE735*  
*Unit chair: S Nunn*  
*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education. Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit will introduce students to:

- The National Policy context that drives the delivery of Natural Resource Management in Australia;
- The key policy instruments that are used to manage land, water and soil conservation management;
- Key legislation that regulates Natural and Cultural Resource Management in Australia;
- The Management of Aboriginal owned lands and Indigenous Protected Areas;
- Issues current in the application of Natural Resource Management program.

#### ASSESSMENT

Policy analysis exercise 20%, resource journal 40%, test 30%, oral presentation 10%. To be eligible to obtain a pass in this unit students must achieve at least 50% for the resource journal.

## SLE794 – SUSTAINABILITY AND WASTE MANAGEMENT

Offered at: (G, X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Previously coded as: SQE716  
Unit chair: T Thornton  
Prerequisite: Nil

Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Enrolments for Community-based delivery (CBD) students is managed by the Institute of Koorie Education.

### CONTENT

The preferred approach to the production of wastes such as waste avoidance, reduction, reuse and recycling as well as the philosophy of cleaner production will be discussed in detail together with considerations of on-site or off-site treatment. Techniques of minimising waste by conducting audits and evaluating alternatives based on economic, technical and social aspects will be covered in greater detail. This will be linked to the development and implementation of waste management plans. The various disposal techniques available for a range of hazardous materials will be discussed, e.g. burial, incineration, co-generation, pre-treatment, storage and immobilisation. In addition, the issues relating to the collection, transport and disposal of municipal wastes will be examined in the context of their contribution to the overall waste problem in Australia. Various alternatives for reducing and disposing of this waste stream will be examined. Students will undertake a research project consisting of a detailed plan for evaluating waste production and developing options for minimising and/or recycling wastes.

### ASSESSMENT

Site visit report 10%, practical report 20%, issues report 20%, assignment 50%

## SLE795 – PLANNING AND TECHNIQUES FOR INTERPRETATION

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2

EFTSL value: 0.125  
Previously coded as: SQE742  
Unit chair: S Nunn  
Prerequisite: Nil

Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Enrolment in this unit is handled by the Institute of Koorie Education.

### CONTENT

This unit begins by considering the role and relationship of interpretation in communicating the values and significance of a heritage site and its conservation management. This is followed by discussing the ideas, principles, strategies and stages of interpretive planning, and then examining the range of communications and techniques available to the heritage interpreter. These include face-to-face presentations such as talks, demonstrations and tour guiding, as well as interpretation based on the written word, such as signs and brochures. We also consider the role and design of websites and online information, audiovisuals, interactives and the visual and performance arts. The process of interpretation planning for a heritage place is examined, including assessment of significance, the visitor experience, concept development and design. Throughout the whole process students are reminded of the importance of constant evaluation and reflection. Issues of the control and representation of Aboriginal and Torres Strait Islander heritage are considered in relation to community cultural protocols.

### ASSESSMENT

Interpretation plan (3000 words) 60%, design and presentation of guided tour (2000 words) 40%

## SLE797 – COMMUNITY PROJECT MANAGEMENT

Offered at: (G)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2

EFTSL value: 0.125  
Previously coded as: SQE734  
Unit chair: K Sutton  
Prerequisite: Nil

Contact hours: Please refer to the Unit Guide for any details regarding contact hours

Note: Enrolment in this unit is handled by the Institute of Koorie Education. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will introduce students to:

- Contemporary practice in strategic planning;
- Project Management principles;

- Effective consultative practices;
- Basic budgeting for small-scale projects;
- Timelines and implementation of projects;
- Risk analysis for projects;
- Communication strategies for project management.

#### ASSESSMENT

Reading exercise 30%, project proposal 40%, participation in a project planning workshop 30%

## SLE798 – RESEARCHING FOR COUNTRY

*Offered at: (G)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*

*Previously coded as: SQE743*

*Unit chair: S Nunn*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

#### CONTENT

The unit begins by discussing the importance and contribution that research can make to the knowledge needs of natural and cultural environments. This discussion will also include issues such as the protocols required to engage in such research, community consultation processes and the intellectual property rights that protect such research. The unit then examines the various methods for locating, gathering, interpreting and writing research. This includes a critical analysis of the source materials and an understanding of the context in which they will be presented. Students will then construct a viable research question and write to their question and present this research to a small forum of peers. The unit will be enhanced by a field visit to the Koorie Heritage Trust which has an Oral History Unit that conducts history recording and archiving of Victorian Koorie Histories.

#### ASSESSMENT

Research techniques 40%, research essay 50%, research presentation 10%. To be eligible to obtain a pass in this unit students must achieve at least 50% for the research essay.

## SLE799 – ESSENTIAL SKILLS FOR NATURAL AND CULTURAL RESOURCE MANAGEMENT

*Offered at: (G)*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.125*

*Unit chair: S Nunn*

*Prerequisite: Nil*

*Corequisite: SLE798*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Enrolment in this unit is handled by the Institute of Koorie Education.*

#### CONTENT

The focus of the unit is on the advancement of practical and professional skills that will enable graduates to work in multiple agency, consultancy and workplace settings. The 5 skill areas concentrated on will include:

- The development of proposals, consultation processes and outcomes for NCRM projects
- The facilitation of information sessions and consultation processes
- The compilation and writing of needs analyses using databases
- The construction of a map from data base sources
- The construction or media presentations related to NCRM issues
- The interpretation and analysis of statistical data used in NCRM projects

The unit will be undertaken during the 3 Intensives scheduled for the Trimester. A combination of computer laboratory instruction, exercises and workshops will be the main methods of tuition.

#### ASSESSMENT

Seminar presentation 30%, mapping exercise 25%, outline of a management plan 25%, document analysis 20%

## SRA010 – SAFETY INDUCTION PROGRAM

*Offered at: (S)*

*Credit point(s): 0*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.000*

*Unit chair: M Weber*

*Prerequisite: Nil*

*Contact hours: 1 compulsory 50-minutes safety training session conducted at the beginning of the trimester.*



*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This zero credit point unit is a program of safety information for students for developing and maintaining a safety culture within the University and on building sites and other workplaces, and examines occupational health and safety procedures and controls. Students are provided with a basic understanding of fire safety and life safety principles, including site safety procedures. Built environment workshop safety and onsite operatives are covered, a basic introduction to working with hand tools and materials handling and hazardous material. The program encompasses building evacuation procedures, laboratory accident management and first aid procedures and safety work procedures particular to laboratory and fieldwork.

### ASSESSMENT

Multiple choice test 100%. To be eligible to obtain a pass in this unit students must achieve a minimum mark of 70% in the test and complete the workshop practical session.

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## SRA143 – ART AND SOCIETY

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: U De Jong  
Prerequisite: Nil  
Contact hours: 2 x 1 hour lectures, 1 x 1 hour tutorial*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit focuses upon the history and theory of architecture, painting and sculpture. It considers developments of form, technique and iconography deriving from different cultures and includes: the beginnings of building in the landscape, early settlements and monuments for ritual celebration, expressions of order, authority and power, figurative, symbolic and abstract representation, space and sacred geometry, conventions and innovations affecting style, canons of beauty and idealism, anthropomorphism, secularism and sensuality, patterns of appropriation. It elucidates shared attitudes, forms and ideas and celebrates difference.

### ASSESSMENT

Journal 35%, group class presentation 40%, 1250 word essay 25%

## SRA215 – UTOPIAN IDEALS IN THE MODERN WORLD

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: U de Jong  
Prerequisite: SRA143  
Incompatible with: SRA319  
Contact hours: 1 x 2 hour lecture per week, 1 x 1.5 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Utopian ideals have in one way or other characterised our modern world since the mid-eighteenth century, as changing views of history led to shifting theoretical and philosophical frameworks, and extraordinary technological changes spurred architects into action and reaction. Art and architecture are studied in the contexts of the diverse, rich, and multifaceted developments, which have informed style and content. Modern architecture and meaning are examined, and modern movement ideas evaluated via the critical reactions to modernism.

### ASSESSMENT

Library research project 25%, journal 25%, group class presentation 20%, 1800 word essay 30%

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## SRA224 – AUSTRAL-ASIAN ARCHITECTURE

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Beynon  
Prerequisite: SRA143  
Contact hours: 1 x 2 hour lecture and 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit will investigate the social, material and symbolic role of architecture in traditional, changing, and contemporary Austral-Asian and Southeast Asian societies, developing an understanding of its social and

philosophical underpinnings and an appreciation of its creativity. The unit will cover indigenous traditions and cultures, the influence of Hinduism, Buddhism and Islam, the effects of colonialism and imperialism, the relationship between architecture and postcolonial identity, and prospects for the future.

#### ASSESSMENT

Assignment 20%, essay 40%, project 40%

## SRA323 – CONTEMPORARY ARCHITECTURE

*Offered at:* (S, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* M Lozanovska  
*Prerequisite:* SRA215

*Contact hours:* 1 x 3 hour lecture/tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

The focus of this unit is on architectural and urban projects designed in the period between 1968 and the present day. Specific investigations of projects to exemplify the dynamic ways in which architecture participates in the production of the contemporary built environment will be put in the context of a broader range of projects and the larger scale of history. The significance of western and non-western projects will be examined.

#### ASSESSMENT

Exercises 30%, assignment 30%, essay 40%

## SRA341 – THE CITY

*Offered at:* (S, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Previously coded as:* SRS341  
*Unit chair:* J Rollo  
*Prerequisite:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit covers the origins of human settlement and the development of the city through history. Theories and issues regarding the sources of urbanization are presented. The functions, forms and image of the city from prehistoric to contemporary periods and in diverse places and cultures are studied. Various ways of how the city is seen, described and understood by different cultures and periods, are discussed.

#### ASSESSMENT

Exercise 30%, assignment 30%, essay 40%

## SRA716 – SHIFTING VIEWS: THE MAKING OF AUSTRALIA'S IDENTITY

*Offering information:* Not offered in 2012, re-offered in 2013

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* U de Jong  
*Prerequisite:* Nil

*Contact hours:* 30 hours of lectures and seminars per trimester

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

Australia's contribution to global culture is assessed and its many achievements recognised. Through painting, sculpture and architecture, literature, music and criticism, we explore the question 'did the new continent inspire a new vision?' We traverse the changes from ethno-archaeology pre-colonialism to a post invasion landscape. Perceptions of 'civilisation' are critiqued through Sydney's elegant Georgian houses of the late eighteenth century to the exuberant Victorian excesses of the boom period towards the end of the nineteenth century. Federation in Australia allows us to explore issues of nationalism, empire and the vexed question of an appropriate national style.

As intellectual and physical boundaries change, how does Australia wrestle with modernism? The 'harbingers of modernism' – Poole, Annear, Haddon, Dods and Jones for example – straddle the fin de siecle, through their own writings and recent research, new understandings emerge. Freedom of expression,

constraints, allegiances and the creative spirit will be explored through the writings, ideals and the work of the Sydney School and the Melbourne School. The writers of Australian architectural history Boyd, Freeland, Taylor will be scrutinised. We conclude with contemporary issues facing architects and artists in Australia in a global environment.

This Masters unit will be developed as themes for discussion and exploration. There will be a strong emphasis on architectural history, theory and criticism, the unit critiquing how we have seen and interpreted as much as what we have seen, created, adapted and produced.

#### ASSESSMENT

Creative journal 35%, research project 35%, seminar paper 30%

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## SRA742 – URBAN PERSPECTIVES

*Offered at: (S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Boontharm*  
*Prerequisite: Nil*  
*Incompatible with: SRA442*  
*Contact hours: 1 x 1 hour lecture, 1 x 2 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit is the study of ideas, forces and processes affecting the planning and making of cities. It includes the history and ideology of town planning, various processes for the generation of urban form and management of city functions and its design, taking into consideration both the physical and cultural contexts in the making of urban form. Principal topics include the built form of the city, the notion of the 'good' city, and the relationships between built form, culture and space.

#### ASSESSMENT

Exercise 30%, assignment 30%, essay 40%

## SRA743 – TRANS-NATIONAL MEGA PROJECTS

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: M Lozanovska*  
*Prerequisite: Nil*  
*Contact hours: 1 x 3 hour lecture/presentation/seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Architects engage in projects outside their national and cultural boundaries. While this is not new, and while some of the most exciting urban and architectural designs have resulted from these exchanges, the current practices present some crucial differences to precedents. This unit seeks to firstly investigate what constitutes trans-national mega projects, and secondly to identify and examine their scope, premise, objective and effects. The unit has a focus on the analysis of projects in three categories: accelerated urbanism – large projects which radically alter a place (examples in India, Vietnam, China, Thailand, Ukraine, Poland, Slovenia, Croatia, Emirates); quintessential global cities – extensive urbanisation in Dubai, Bombay, Shanghai, Tokyo; and reconstruction in disaster sites (Sri Lanka, Phuket, Turkey, Beirut, Baghdad, Sarajevo). Lectures will provide the basis for potential theoretical frameworks. Presentations and seminars will provide the forum for the development of intellectual and analytical debate and contribution to this discourse. The unit aims to gain understanding and develop critical positions in relation to this crucial global urbanism in order to develop a platform for design evaluation.

#### ASSESSMENT

Seminars and exercises 60%, group research project 40%

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## SRA744 – URBAN PATTERNS AND PRECEDENTS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Rollo*  
*Prerequisite: Nil*

Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit covers patterns of human settlement with respect to historic and contemporary precedents. Theories and issues regarding the sources, functions, forms and image of urbanisation are presented and studied.

### ASSESSMENT

Exercise 30%, assignment 30%, essay 40%

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## SRA760 – URBAN ECOLOGIES

Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Cohort rule: Students enrolled in S700 or S701 must enrol in the on-campus mode  
Unit chair: H Elkadi  
Prerequisite: Nil  
Contact hours: 1 x 1 hour lecture for 10 weeks, 1 x 2 hour seminar/ review for 10 weeks

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

The unit will challenge students to rehearse and then apply this understanding to specific urban conditions and sites. The unit will act as a broad critical analysis of the contemporary social, economic and environmental challenges that shape Australia's built environment and to consider various strategies for forming new or regenerating existing urban territories. This unit will immerse students in analysis of a complex urban project addressing the multiple scales, ecologies, infrastructure conditions, building types and material expressions. The project-based format will be supplemented with lectures that introduce each exercise and additional talks that address the theoretical bases of urban ecologies. Students are presented with urban conditions that have been selected to introduce an increasing array of physical, social, and environmental complexities as the trimester proceeds. Students will be asked to engender a critical consideration of contemporary urban environments and its relation to differing ecologies.

### ASSESSMENT

Morphological analysis 30%, speculative design 35%, strategic ecological considerations 35%

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## SRC163 – GRAPHIC AND CODED COMMUNICATION 1

Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: S Ang  
Prerequisite: Nil  
Incompatible with: SRM140  
Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial per week, 3 x 1 hour Photoshop practicals and 8 x 1 hour CAD practicals per trimester

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit has two interdependent study components, digital graphics and drawing systems. Digital graphics introduces the fundamental elements of image capture and processing with concern for the composition and structure of the photographic image and a focus on the use of photography as a design tool. The introduction to computer based architectural documentation, including developing simple 2D and 3D CAD models. This component includes an introduction to the increasing use of computers for generation of the architectural image through image scanning and digital manipulation. Drawing systems introduces the practice, principles and methods of architectural drawing as they relate to the presentation of architectural ideas, architectural form, design ideas and construction. It introduces such topics as geometry, measurement, scale, and drawing symbols and conventions using paper-based techniques and explores essential relationships between architectural intentions and ideas and their representation on paper.

### ASSESSMENT

Assignments (drawing systems 60%, digital graphics 40%) 100%

## SRC221 – COMPUTER AIDED MODELLING

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*  
*Unit chair: M Sharman*  
*Prerequisite: Nil*  
*Incompatible with: SED102, SED202*  
*Contact hours: 1 x 2 hour tutorial/practical per week.*  
*Trimester 3: 4 days per week for 3 weeks plus 4 days laboratory work in the fourth week.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit explores the principles of computer-aided drawing and modelling in the context of software applications commonly used in industry. Topics include geometric systems, graphic entity production, editing, layering, text and dimensioning, cells/blocks, library items, hatches, attributes and data extraction, plotting and file transfers. The advantages of 3D CAD over 2D applications is discussed and critiqued. Building information modelling is introduced as a design documentation development tool, BIM and its impact on the documentation process is analysed in relationship to current industry practice.

### ASSESSMENT

Tutorial exercises 20%, assignment (2D modelling) 40%, assignment (3D modelling) 40%

## SRC263 – GRAPHIC AND CODED COMMUNICATION 2

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (S)*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: S Ang*  
*Prerequisite: Nil*  
*Contact hours: 1 x 2 hour lecture per week, 4 x 2 hour tutorials and 5 x 2 hour practicals per trimester*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

Topics to be addressed in this unit will include the introduction of basic design and photographic principles and the relationship between the visual and emotive response allied to the perception of two-dimensional visual space. Computer generation of digital images and the manipulation of graphic / photographic images will be covered including using the computer as a design tool. This will include an introduction to digital design production chain. The unit also includes the ongoing exploration of external forces on perception of the recorded image and the re-encoding of visual information applications in architecture.

### ASSESSMENT

Four assignments (22% each) 88%, independent study report/fieldwork 12%

## SRC362 – PROJECT DOCUMENTATION

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Previously coded as: SRM462, SRP462*  
*Unit chair: J Coulson*  
*Prerequisite: SRD264, SRC221 and SRT251*  
*Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is a study of architectural documentation and its critical relationship with design implementation and contractual enforcement in the management of a building project. Appropriate decision-making and transfer of information forms the framework for producing effective documentation through a process of information content development, filtration and representation. Development of project-specific construction knowledge and documentation from a basis of sound technical building practice is combined with self-development of technical skills through assignment activity.

### ASSESSMENT

Assignment 1 25%, assignment 2 50% (25% group, 75% individual), assignment 3 15% (25% group, 75% individual), assignment 4 10% (individual)

## SRC722 – PARAMETRIC MODELLING

Offered at: (S)  
Offerings: Trimester 1  
Credit point(s): 1

EFTSL value: 0.125  
Unit chair: M Sharman  
Prerequisite: Nil  
Contact hours: 1 x 1 hour lecture, 1 x 2 hour tutorial/  
seminar per week

Note: Online teaching methods require Internet access. Please refer to the most current computer specifications.

### CONTENT

Computer-aided geometric design (CAGD) plays a central role in current theory and practice of architecture. This unit investigates the theoretical and practical knowledge underlying the use of parametric modelling in architecture. Candidates will undertake two or three assignments on selected topics in mathematical and geometric description as well as a spatial and design perspective. A major project-based assignment investigates documenting and presenting parametric modelling principles of a building. Basic mathematics, some prior 3D modelling experience and scripting experience is encouraged. Students are also taught to create parametric models and examine how this type of modelling impacts on design generation.

### ASSESSMENT

Assignments 1 (10%), assignment 2 (30%), assignment 3 (50%), folio (10%)

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## SRD163 – ARCHITECTURE DESIGN 1A

Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: M Lozanovska  
Prerequisite: Nil  
Incompatible with: SRD161  
Contact hours: 2 hours of lecture/presentation, 4 hours  
of studio per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This design unit introduces to the student various elements and aspects of architecture and its articulation. Through engaging with a diverse range of design problems, consideration is given to experience,

culture, user requirements, historical precedent and the contemporary environment.

### ASSESSMENT

Individual projects (35%, 55%) 90%, group project 10%.

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## SRD164 – ARCHITECTURE DESIGN 1B

Offered at: (S)  
Credit point(s): 2  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: F Marcello  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture/presentation and 6  
hours of studio per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This design unit introduces elemental aspects of architectural composition. With the aim of producing meaningful and sustainable designs, consideration is given to cultural, social, material and environmental requirements and the importance of historical precedent in developing contemporary architectural designs. The unit introduces awareness of heating, cooling and daylighting as well as consideration of structural, constructional and envelope systems.

### ASSESSMENT

Three projects (35%, 20%, 35%) plus folio/design diary (10%)

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## SRD263 – ARCHITECTURE DESIGN 2A

Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: J Coulson  
Prerequisite: SRD163 and SRD164  
Incompatible with: SRD261  
Contact hours: 2 hours of lecture/presentation, 3 hours  
of studio per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This project-based unit develops an understanding of architectural design synthesis through consideration of the critical relationship between function and context with an emphasis on the resolution of design thinking at, or approaching, full scale. Tectonic design processes are explored through a series of interrelated projects linking conceptual thinking to the reality of making. The expected outcome is a holistic appreciation of the art and craft of architecture.

**ASSESSMENT**

Assignment 1 (50%), Group assignment 2 (50%)

**SRD264 – ARCHITECTURE DESIGN 2B**

*Offered at: (S)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: R Tucker*  
*Prerequisite: SRD163, SRD164*  
*Incompatible with: SRD261*  
*Contact hours: 1 x 2 hour lecture/presentation and 6 hours studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The major focus of this unit is the relationship between sustainable design and tectonics through a series of interrelated design projects. Major areas of exploration include: the use of diagram to communicate ideas, site analysis, ecologically sustainable building and designing collaboratively as part of a team. Design is explored across a broad range of scales, and includes representational and simulated modelling. Consideration is given to cultural, social, material and environmental requirements and the importance of historical precedent. The unit reinforces understandings of passive heating, cooling and daylighting as well as consideration of structural, constructional and envelope systems.

**ASSESSMENT**

Project work consisting of three projects (15%, 40%, 35%), reflective journal related to the student's folio (10%). The second and third projects are completed as part of a team but students are assessed individually using the School's Self and Peer Assessment (SAPA).

**SRD363 – ARCHITECTURE DESIGN 3A**

*Offered at: (S)*  
*Credit point(s): 2*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Jones*  
*Prerequisite: SRD263 and SRD264*  
*Incompatible with: SRD361*  
*Contact hours: 1 hour lecture per week, 5 hours studio per week, 2 hours charette per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is studio-based and uses a project type or precinct as a study venue to interrogate and appreciate site planning and the design formulation of an architectural response. It involves a mixture of individual and team interrogations and investigations that inform and underpins the individual architectural response. Theory, practice, standards, statutory and strategic instruments, and various policies are used as filters to examine test and review the evolution of this response, drawing upon content via DSO, lectures and charettes. Ongoing reviews and charette exercises inform the students' work on the projects, and site visits as relevant, lectures and critiques support the development of individual architectural responses.

**ASSESSMENT**

Team and individual charettes 30%, team assignments and accompanying oral presentations 20%, individual design project 30% with accompanying individual oral presentation 10%, individual folio 10%

**SRD364 – ARCHITECTURE DESIGN 3B**

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: J Rollo*  
*Prerequisite: SRD263 and SRD264*  
*Incompatible with: SRD361*  
*Contact hours: 2 hours of lecture/presentation, 3 hours of studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit emphasises ethical responsibilities in relationship to institutions and society in the making of architecture. Issues including the relationship between public and private realms, community involvement, civic space and representation are considered in the generation and realisation of architecture. Issues of sustainability in design and within society are also used as the ethical basis for some of the design projects.

**ASSESSMENT**

One group assignment comprising a digital submission 40%, one individual assignment comprising a model, design work and oral presentation 60%

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## SRD761 – DESIGNING URBAN ENVIRONMENTS

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: J Rollo*  
*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit aims to provide a high level of designerly thinking regarding the foundations of the skill and knowledge base related to urban design. Students will be introduced to a range of processes applied to the analysis and synthesis of the urban environment. On completion of the unit students should be able to understand the urban condition through scale, built form, land-use and movement; have an appreciation for determining when a more innovative design might fit; develop an ability to distinguish between well designed projects and poor design, and, through an awareness of precedent, develop an appreciation for how contemporary design solutions can be adopted in a historical context.

**ASSESSMENT**

Project work 60%, report 30%, folio 10%

## SRD762 – INTERDISCIPLINARY PLANNING AND DESIGN

*Offered at: (S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: J Rollo*  
*Prerequisite: Nil*  
*Contact hours: 2 days per week for 2 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit allows students to engage in critical discourse by working on cross-discipline strategic planning initiatives significant to Australia's future development. The aim of the unit is to facilitate problem identification/solving. Students will be expected to draw upon their experience and knowledge base from their respective disciplines for developing comprehensive innovative solutions and outcomes. On completion of the unit students should be able to facilitate a landscape of decision-making that stimulates an integrated approach to design and policy development within the metropolitan and regional urban contexts.

**ASSESSMENT**

Collaborative project work (40%) by group work, assignment 20%, major report 40%

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## SRD763 – ARCHITECTURAL DESIGN IN URBAN CONTEXTS

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: D Smith*  
*Prerequisite: Nil*  
*Incompatible with: SRD463*  
*Contact hours: 1 x 2 hour lecture and 1 x 3 hour studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit assumes a level of architectural design knowledge and presentation skill gained in undergraduate design studies. The design projects



undertaken will be based in selected urban situations and will involve the development of a building, or group of buildings with a degree of programmatic complexity. The building types may involve public and/or commercial programs, and their relationship to the public and urban infrastructures will be integral to the design studies undertaken. Historic and cultural precedents will be analysed and integrated into the design projects. Portfolio and design journals will form essential components of the total submission for this unit.

#### ASSESSMENT

Interim presentation 40%, final submission and presentation 60%

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## SRD764 – URBAN DESIGN STUDIO

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: Y Esteban*  
*Prerequisite: Students enrolled in A763/S763 Master of Planning only: SRD761*  
*Incompatible with: SRD464*  
*Contact hours: 1 x 2 hour lecture and 1 x 3 hour studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The subject allows students to work on high profile strategic planning and design issues in three areas critical to the future growth of Australia's urban environment: Metropolitan Urbanism, Urbanism on the periphery and Regional Urbanism. The aim of the subject is to analyse the existing fabric or specific precincts in transition; identify the artificial and natural boundaries which shape or limit their place setting; and develop a range of sustainable generic urban design strategies that resolve areas of discontinuity and open up options for stimulating urban regeneration. On completion of the unit students should be able to: Develop an understanding of the place of architecture and landscape within the context of the city; explore methodologies for evaluating and responding to an urban context; be familiar with the preparation of an 'Urban Design Framework'; develop strategic planning policy and guidelines information to assist in the effective urban design decision making; evaluate the impact of design related decisions on community health and well being; appreciate ecological sustainable development principles within the urban context; and make sensitive design decisions which consider the

cost/benefit impact in relation to both physical and cultural heritage issues.

#### ASSESSMENT

Collaborative project work 70%, 3000 word report 30%

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## SRD765 – ARCHITECTURAL DESIGN AND RESOLUTION

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 3*

*EFTSL value: 0.125*  
*Unit chair: D Smith*  
*Prerequisite: SRD763 or SRD764 for Master of Architecture S700 students only*  
*Contact hours: 1 x 2 hour lecture, 1 x 3 hour studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit investigates architectural design as a discipline of philosophic intention essentially coupled with compositional, structural, and material development. The projects undertaken will be structured to allow students to move quickly to a position where the designs may be studied as architectural design development. Designs will be analysed and the design potentials developed with reference to the works of selected architects, with investigation into compositional and material methods, and design intentions. Designs will then be developed to a considerable level of resolution such that significant parts of the scheme are understood for their philosophic and material qualities. This will involve progressive investigation and production with parts of the scheme studied and developed at a scale of 1:20.

#### ASSESSMENT

Interim presentation 40%, final submission 40%, formal presentation 20%

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## SRD766 – ARCHITECTURE DESIGN MASTERCLASS

*Offered at: (S)*  
*Credit point(s): 2*  
*Offerings: Trimester 2*

*EFTSL value: 0.250*

Unit chair: D Smith

Prerequisite: Students enrolled in S700: 8 level 7 SR\* coded units including SRD763; Students enrolled in S701: 3 level 7 SR\* coded units including SRD763  
Corequisite: SRR711

Contact hours: 1 x 2 hour lecture and 1 x 3 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit, coupled with a research thesis, stands as the summation of the knowledge and capabilities developed in design for the Master of Architecture. Each student will develop their own design project for this unit, and it is assumed that this project will be coupled with the work undertaken in the research thesis. Each year the School's course committee will develop the theme of investigation that the Thesis and Architecture Design Masterclass groups will consider for that year. Each project will need to be aligned with the scope of this field of investigation, with the intention that the total unit output forms a rich and significant body of knowledge referencing this theme. Although the scope of the architectural design will vary with the nature and scale of the selected projects, the final output for each project will be a substantial body of design and professional presentation work.

Each student will be appointed a supervisor, with whom they will work throughout the trimester, meeting on a weekly basis. There will be two individual interim presentations to a larger group where general principles and progress will be noted. The final submission and presentation will however constitute 100% of the grade for this unit.

### ASSESSMENT

Portfolio submission 60%, formal presentation 40%

## SRD767 – INTERCULTURAL DIALOGUE THROUGH DESIGN: INTERNATIONAL STUDY TOUR

Offered at: (X-OS)

Credit point(s): 1

Offerings: Trimester 3

EFTSL value: 0.125

Cohort rule: This unit is only available to students enrolled in S700 – Master of Architecture, S701 – Master of Architecture (Design), S702 – Master of Urban Design, S703 – Master of Landscape Architecture more...

Unit chair: S Ang

Prerequisite: Nil

Contact hours: Introductory lecture, pre and post departure briefings and online collaborative activities as programmed comprising 2-3 days. 10 – 12 day intensive overseas design workshop and intercultural immersion experiences

Note: Entry to this unit is via application and interview. Students are required to fund their own travel and accommodation costs and activities undertaken in this unit. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit allows students to extend and practice discipline knowledge and skills, develop and practice inter-cultural communication skills, and gain collaborative skills in an international context. The learning occurs through a structured programme and design project incorporating a period of intensive collaborative engagement and immersive cultural experience. Student participation is coordinated by School of Architecture and Building staff in conjunction with approved partner educational and professional institutions outside of Australia.

### ASSESSMENT

Pre-departure workshop 20%, in-country workshop 40%, in-country engagement 10%, final design workshop experience and reflection 30%

## SRD768 – LANDSCAPE DESIGN MASTERCLASS

Offering information: Not offered in 2012, re-offered in 2013

Offered at: (S)

Credit point(s): 2

Offerings: Trimester 2

EFTSL value: 0.250

Unit chair: D Jones

Prerequisite: Students enrolled in S703: 8 level 7 SR\* coded units

Corequisite: SRR716 Thesis (Landscape Architecture)

Contact hours: 1 x 2 hour lecture and 1 x 3 hour tutorial per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit, coupled with a research thesis, stands as the summation of the knowledge and capabilities developed in design for the Master of Landscape Architecture degree. Each student will develop their

own design project for this unit, and it is assumed that this project will be coupled with the work undertaken in the research Thesis. Each year the School's course committee will develop the theme of investigation that the Thesis and Landscape Design Masterclass groups will consider for that year. Each project will need to be aligned with the scope of this field of investigation, with the intention that the total unit output forms a rich and significant body of knowledge referencing this theme. Although the scope of the landscape design will vary with the nature and scale of the selected projects, the final output for each project will be a substantial body of design and professional presentation work. Each student will be appointed a supervisor, with whom they will work throughout the trimester, meeting on a weekly basis. There will be two interim presentations to a larger group where general principles and progress will be noted. The final submission and presentation will however constitute 100% of the grade for this unit.

#### ASSESSMENT

Individual portfolio submission 60%, individual formal presentation 40%

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## SRE170 – CONSTRUCTION FINANCE

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Tivendale*  
*Prerequisite: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit introduces students to the workings of financial markets and the economy. It considers the application of basic accounting principles and practices to financial transactions on building works and in construction companies. It identifies accounting as one of a number of systems which provide information to managers in the construction industry. Topics include basic accounting principles, understanding financial statements, elementary financial analysis and cash management, taxation considerations including capital allowances, capital budgeting techniques and the obligations and cost of employing staff.

#### ASSESSMENT

Two assignments (10%, 15%) 25%, group research report 25%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE270 – BUILDING ECONOMICS

*Offered at: (S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (S), trimester 3 (X)*

*EFTSL value: 0.125*  
*Unit chair: L Tivendale*  
*Prerequisite: SRE170*  
*Contact hours: Trimester 1: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: The trimester 3 offering will be via the online delivery format only (DSO). Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit explores macro and micro economic concepts as they apply to the construction and property industries. Topics include the behaviour of the Australian economy, macro economic theories, tools and policies available to influence the performance of the economy, supply prices and output decision-making and structure, market fluctuations, price mechanisms, concept of cost, profit maximising, market structures, government intervention and regulation, consumer behaviour and labour markets. Urban economics, including land as a factor of production, land rent, land use problems, location decisions, urban growth, transportation and public intervention are also discussed. An introduction to business planning is undertaken.

#### ASSESSMENT

2 x assignments (10%, 15%) 25%, group research report 25%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination

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## SRE272 – MEASUREMENT AND ESTIMATING 1

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*Previously coded as: SRQ271*  
*EFTSL value: 0.125*  
*Unit chair: P Rajagopalan*  
*Prerequisite: SRT151*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces the principles and practice of measurement and estimating in simple low-rise residential construction. Topics include construction documentation as a critical form of information transmission, the roles and uses of bills of quantities, builders' quantities and estimates, descriptions of measured items, measurement of quantities for domestic construction and estimating of unit rates and familiarisation with computer packages.

**ASSESSMENT**

Two assignments (15% each) 30%, studio work 20%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRE372 – MEASUREMENT AND ESTIMATING 2

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Previously coded as: SRQ271*  
*Unit chair: P Rajagopalan*  
*Prerequisite: SRE272*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit develops greater understanding of measurement and estimating principles and practices in commercial and industrial construction. Topics include preliminaries, trade preambles, measurement and billing of quantities for a wide range of trades, estimating of unit rates and use of computer software in compiling documentation.

**ASSESSMENT**

Two assignments (15% each) 30%, studio work 20%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRE373 – MEASUREMENT AND ESTIMATING 3

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 1, trimester 3*

*EFTSL value: 0.125*  
*Unit chair: E Chan*  
*Prerequisite: SRE372*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit develops a mature understanding of measurement and estimating for complex building works and the procedural rules that apply in practice. Building services and civil engineering exercises are included. Students are exposed to advanced computer applications and advances in the preparation of construction documentation.

**ASSESSMENT**

Self guided exercises 20%, two assignments (15% each) 30%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRE464 – BUILDING PROJECT EVALUATION

*Offered at: (S, X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Krezel*  
*Prerequisite: SRE270*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit focuses on the role of property development in driving construction. Topics include the analysis of property markets, methods of valuation for land and buildings, sources of financing, determination of market demand, effects of taxation on property development and ownership, and the role and responsibilities of developers. Feasibility studies, capital budgeting

techniques and the assessment of investment risk are major components of this unit.

### ASSESSMENT

One group assignment 50%, one individual assignment 50%

## SRF311 – SERVICE DELIVERY MANAGEMENT

*Offering information: Not offered as of 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Davies  
Prerequisite: Nil  
Contact hours: 1 x 3 hour lecture per week for four weeks (week 1 – 4). Online tutorial support available.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit develops an understanding of the importance of 'customer' service to successful facilities management, including management and delivery of user service requests. The development of a service delivery plan and operational performance targets, in context of the principles of total quality management, are discussed and practiced. Issues of preventative/ routine maintenance, scheduling and budgeting are used as examples of service delivery. Techniques for benchmarking facilities management performance against industry best practice, development of key performance indicators and the assessment of user satisfaction are also addressed.

### ASSESSMENT

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; Powerpoint presentation is in a small group.

## SRF312 – FACILITIES PROCUREMENT AND SOURCING

*Offering information: Not offered as of 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: L Tivendale  
Prerequisite: Nil  
Contact hours: 1 x 3 hour lecture per week for four weeks (weeks 9 – 12). Online tutorial support available.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit concerns the procurement of facility services ranging from basic cleaning and security contracts through to childcare, catering, IT provision and fleet management. Techniques for sourcing and negotiating service agreements and the setting of key performance indicators are explored. The evaluation of outsourcing compared to in-house delivery of services forms a particular focus in this unit.

### ASSESSMENT

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; Powerpoint presentation is in a small group.

## SRF313 – IMPROVING FACILITIES PERFORMANCE

*Offering information: Not offered as of 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Davies  
Prerequisite: Nil  
Contact hours: 1 x 3 hour lecture per week for four weeks (weeks 5 – 8). Online tutorial support available.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit assesses the ability of architects and engineers to deliver built environments that meet client expectations of effective workplace design. Issues covered include indoor air quality, thermal comfort, ventilation, lighting and ergonomics both in terms of standards of service and impact on user productivity, health and satisfaction. Post occupancy evaluation is highlighted as a critical step in the delivery of successful facilities that meet organisational business goals. Techniques for the evaluation of social benefits arising from successful workplace design are also examined in the light of sustainable development objectives.

**ASSESSMENT**

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; Powerpoint presentation is in a small group.

Contact hours: 1 x 3 hour lecture per week for four weeks (weeks 5-8). Online tutorial support available.

Note: Please refer to the most current computer specifications.

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## SRF321 – MANAGING COMPLEX PROJECTS

Offering information: Not offered as of 2013

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: E Chan  
Prerequisite: Any level 2 unit  
Contact hours: 1 x 3 hour lecture per week for four weeks (weeks 1-4). Online tutorial support available.

Note: Please refer to the most current computer specifications.

**CONTENT**

This unit builds on the fundamentals of project management to plan and manage a major facility event, such as organisational restructure or premises relocation. Issues of effective communication to building users and the sequencing of sub-events are explored via an authentic case study. Students form teams, assign tasks and develop plans for the successful implementation of the event and gain an understanding of the complexity of event management coordination. Methods for the evaluation of success are also discussed.

**ASSESSMENT**

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; Powerpoint presentation is in a small group.

**CONTENT**

This unit looks at the application of risk management techniques to the operation of built facilities in the context of providing a safe working environment for people. Procedures such as risk identification, analysis and treatment are put into the context of developing plans to ensure facility continuity and disaster recovery. Case studies of actual risk events, such as natural disasters and terrorist attack, are used to help inform the strategies that facilities managers might adopt to both avoid and to respond to unexpected events.

**ASSESSMENT**

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; PowerPoint presentation is in a small group.

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## SRF323 – STRATEGIC FACILITIES MANAGEMENT

Offering information: Not offered as of 2013

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: E Chan  
Prerequisite: Nil  
Contact hours: 1 x 3 hour lecture per week for four weeks (weeks 9-12). Online tutorial support available.

Note: Please refer to the most current computer specifications.

**CONTENT**

This unit explores the strategic management of built space in the context of workplace ecology and contemporary workspace design. Facilities management is defined as the effective alignment of built assets to support core business goals, and in this unit the 'business' of space is investigated in detail. In particular, organisational need is assessed and used to inform the extent and type of workspace provided, including an understanding of issues such as hot desking, hotelling, telecommuting, open plan office design, use of team collaboration spaces and other workplace design solutions that empower building users. Computer-aided facilities management tools and their strategic role in asset management are discussed.

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## SRF322 – MANAGING OPERATIONAL RISK

Offering information: Not offered as of 2013

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: L Tivendale  
Prerequisite: Nil

**ASSESSMENT**

Assignments 60%, online tutorials 15%, group presentation 25%. Note: Assignments are individual; Powerpoint presentation is in a small group.

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## SRF701 – OPERATIONAL FACILITIES AND ASSET MANAGEMENT

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: H Davies  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is focused on high performance workplaces. Effective use of space and an environment that enhances productivity and well-being are essential to business success. Space management planning and contemporary workplace designs that empower building users will be evaluated. Post occupancy evaluation is seen as an essential element of ensuring facilities achieve optimum performance to achieve business goals. Maintenance planning, scheduling and the importance of optimising operational performance is considered alongside benchmarking.

**ASSESSMENT**

Two assignments (40%, 60%)

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## SRF702 – STRATEGIC FACILITIES AND ASSET MANAGEMENT

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: E Chan  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The aim of this unit is to extend skills and knowledge in the delivery of best practice facility services applying them for the strategic benefit of organisations seeking to maximise the use of their built assets. Organisational and business plans will be evaluated alongside the organisation's physical structure exploring the use of built assets to support core business goals. Strategic decisions about the procurement and effective use of space will be examined. The use of built assets is established as a means of influencing business growth through corporate real estate and asset planning in the context of internal and external organisational influences (political, cultural, social and economic). Sustainability will form a considered focus for future business success. Topics covered will include asset management, supply chain and procurement strategies, facilities service provision, setting facilities budgets, and techniques for sourcing and negotiating service agreements.

**ASSESSMENT**

Two assignments (40%, 60%)

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## SRF703 – RISK MANAGEMENT

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: H Davies  
Prerequisite: Nil*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

Risk management is about identifying risk, assessing its impact on your business, and making the right financial decisions about how to deal with the results of your assessment. It also includes the implementation of a program to continually measure and assess the effectiveness of existing safeguards in protecting your critical assets. Managing risk is not a one-time activity; it is an ongoing process.

This unit looks at the application of risk management techniques to the production and operation of built facilities in the context of providing a safe working environment for people and ensuring business

continuity in the event of a critical incident. Procedures such as risk identification, analysis and response are put into the context of developing plans to ensure facility's operational continuity, disaster recovery and general mitigation of risk in the operation and production of facilities.

#### ASSESSMENT

Two assignments (40%, 60%)

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## SRL731 – LANDSCAPE NARRATING AND MEANING

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: D Jones*

*Prerequisite: Nil*

*Contact hours: 3 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit seeks to provide a foundational overview of the history, theory and practice of the evolution, exemplars and role of the profession of landscape architecture in Australia and internationally. Part of the unit will address theories inherent in landscape architecture including reviewing their authors, precedent texts, and exemplars arising from these theories. A second part will explore the historical evolution of the profession of landscape architecture internationally, and its foundations in Australia into a profession including its contemporary activities, proponents and key practices. A third part will examine the ethos of the Australian landscape architecture profession including its proponents, key influencers and precedents, and the role and activity of the Australian Institute of Landscape Architects. The last part will examine significant texts and projects that embody the aims and objectives of the Australian profession together with engaging in and appreciating the art of narrating design, constructing designs, and illustrating designs.

#### ASSESSMENT

Three group workshop projects (10% each), 30%, three individual oral assignments (10% each) 30%, one design project (40%).

## SRL732 – PLANTS, DESIGN AND ECOLOGIES

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Jones*

*Prerequisite: Nil*

*Contact hours: 3 hours per week, plus 2 x 1 day field trips*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit seeks to explore and review the realm of plant science and natural ecology as it pertains to the profession of landscape architecture. Part of the unit seeks to explore nomenclature, plant habitat and needs and plants generally in terms of their scientific and taxonomic use, language and peculiarities. A second part seeks to build an individual appreciation and palette of plant materials pertinent to the practice of landscape architecture. A third part explores basic concepts of ecological science including systems, scientific communities, the role of soils and geology, the links between plants and wildlife, and the food and medicinal properties of plants whether European, scientific and or Indigenous. A fourth part will examine two ecosystem types, for example coastal and riverine, as case studies in indigenous plant and ecological systems and the manner in which such systems have been appropriated and used in landscape architecture design, rehabilitation, planning and or management projects as well as their despoliation, misuse, dilution by exotics and noxious species, fragmentation of corridors and patches, and the impact of human-driven land development activities. And, lastly, the use of plants as a medium in design will be explored and considered.

#### ASSESSMENT

One group project (30%), one individual project (30%), one individual design project (30%) with accompanying oral presentation (10%).



## SRL733 – INDIGENOUS NARRATIVES AND PROCESSES

*Offering information: Not offered in 2012, re-offered in 2013*

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: D Jones  
Prerequisite: Nil  
Contact hours: 3 hours per week, plus a 2-3 day field camp*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit considers and explores contemporary engagements and relationships with Australian and international Indigenous communities in design and planning projects. Part of the unit will examine the concept and entity of Indigenous peoples and their cultural and spiritual relationships to land, territory, country, language, name, knowledge transferral, sedentary patterns, custodianship, curatorship, alternate approaches to 'natural science', and their symbiotic use and curatorship of natural resources as legitimate land design, planning and management tools and approaches. A second part will examine a set of Australian and International exemplar case studies where Indigenous peoples have served either as client or as consultant in the formulation of design projects that have resulted in international and or highly significant, innovative and creative design outcomes that demonstrate respect and cultural richness. A third part will consider processes of managing cultural-rich projects including consultation, engagement and protocols. A fourth part will draw upon on-site engagement with a place rich in Indigenous meanings, associations, history, myth, and provide a first-hand understanding of Indigenous protocols.

This unit is a direct response to a clear policy shift and reconciliation commitment by the Australian architecture, landscape architecture and planning professions to better engage with, respect, understand, and embrace Indigenous culture in design and planning projects. It is intended as unit to provoke understanding and respect, and processes of engagement within the professional practice of design and planning.

### ASSESSMENT

One group project (30%), one individual project (30%), one individual design project (30%) with accompanying oral presentation (10%).

## SRM161 – CONTRACT ADMINISTRATION 1

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Previously coded as: SRP161  
Cohort rule: (This unit is only available to students enrolled in the Bachelor of Construction Management or in the relevant combined course)  
Unit chair: M Weber  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces students to the legal system and its role in society. Topics include basic rules and conventions concerning the legislative and judicial systems, the principles of the law of contract in personal transactions and building organisations, building contract documentation such as drawings, schedules, specifications, bills of quantities and an introduction to the law of tort and professional negligence.

### ASSESSMENT

Three assignments (legal scenarios) (10% each) 30%, tutorial discussions 10%, examination 60%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRM165 – INFORMATION SYSTEMS IN CONSTRUCTION

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Krezel  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces the processes of data and information management in contemporary business environment including construction industry, and the information systems that support them. Skills and techniques for collecting, collating, analysing, storing, presenting and disseminating data and information and basic tools and techniques for business planning and decision-making based on data and information are introduced and practiced. Additionally, communication protocols and controls, and how to find and properly use information in the library are discussed.

**ASSESSMENT**

Two assignments (30%, 20%) 50%, one group assignment 20%, tutorial task completion 30%

**SRM181 – PROJECT MANAGEMENT 1**

*Offered at: (S, Online)*

*Credit point(s): 1*

*Offerings: Trimester 1 (S), trimester 3 (online)*

*EFTSL value: 0.125*

*Unit chair: L Tivendale, Rebecca Yang (trimester 3)*

*Prerequisite: Nil*

*Contact hours: Trimester 1: 1 x 2 -hour lecture, 1 x 1 hour tutorial per week*

*Note: This unit is a wholly online unit in trimester 3. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit introduces Project Management as an independent discipline and its history, context and processes. Among the nine knowledge areas of project management, this unit focuses on the major processes of three knowledge areas, including project scope, human resources, and communication management. Topics related to project scope management include developing scope statement, work breakdown structure, and scope change control. Topics related to project human resource management include developing Human Resource Plan, and acquiring, developing and managing project team. Topics related to project communication management include identifying and managing stakeholders, planning communications, distributing information and reporting performance, and conflict management and dispute resolution. Other topics include the Australian construction industry and an overview of project management.

**ASSESSMENT**

One individual and two group assignments (10%, 20%, 30%) 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

**SRM261 – CONTRACT ADMINISTRATION 2**

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: M Weber*

*Prerequisite: SRM161*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit continues the study of the law related to building with the examination of standard contract documentation. Topics include an introduction to the general conditions of contract and specifications, characteristics of building contract administration, various Acts and codes of industry practice and industrial law and how it affects employment in the building industry. The responsibilities and obligations of the contractors under various forms of project procurement systems are investigated in detail. Conflict, dispute resolution and alternate strategies appropriate to the Australian Building and Construction Industry (ABCI) are also covered.

**ASSESSMENT**

Construction administrator journal 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

**SRM281 – PROJECT MANAGEMENT 2**

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1*

*EFTSL value: 0.125*

*Unit chair: L Tivendale*

*Prerequisite: SRM181, SRE170*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit investigates the basic project activities of scope, quality, time and cost management in the context of successful project delivery and meeting client requirements. Topics include project quality management systems and quality assurance. Effective on-site supervision is explored in the context of its impacts on management of human, time and financial resources. Time management topics include an introduction to project planning, scheduling and time optimisation. Budgeting, cash flow forecasting and the use of numeric models such as IRR (Internal Rate of Return) and NPV (Net Present Value) are employed in project selection, cost planning and project financial control.

### ASSESSMENT

Examination 40%, one assignment 15%, two group assignments (20%, 25%) 45%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRM310 – PROJECT PLANNING AND SCHEDULING

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: C Liu*

*Prerequisite: SRM281 and SRT351*

*Contact hours: 1 x 1 hour lecture per week, 1 x 1 hour tutorial per week (Trimester 2); 1 x 2 hour optional tutorial per week (Trimester 3)*

*Note: This unit is delivered in blended learning environments including face-to-face and online activities. The unit guide will outline specific activities for each Trimester. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit extends student knowledge and skills in the planning and scheduling of projects and events. Topics include the principles of activity planning and scheduling, network development, precedence and arrow diagrams, free and total float calculation, resource allocation and levelling, programme evaluation and review technique), project monitoring and control, schedule compression and the impact of scheduling on productivity.

### ASSESSMENT

Examination 50%, three assignments (10%, 20%, 20%) 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRM372 – PRACTICAL EXPERIENCE ASSESSMENT A

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: D Beynon*

*Prerequisite: Must have completed 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Entry to this unit is via application and approval of the Unit Chair. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The work integrated learning strategies adopted in this unit are student initiated learning and reflective and action learning. The application of these learning strategies are embedded in a guided program of assessable components that give students the opportunity to develop generic skills in career development. These are delivered in combination with components that extend discipline based professional and technical skills and knowledge learnt beyond classroom learning.

### ASSESSMENT

Learning plan 20%, reflective journal 30%, investigative report 50%

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## SRM381 – PROJECT MANAGEMENT 3

*Offered at: (S, Online)*

*Credit point(s): 1*

*Offerings: Trimester 2 (S), trimester 3 (online)*

*EFTSL value: 0.125*

*Unit chair: Rebecca Yang*

*Prerequisite: SRM281*

*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces three important knowledge areas of contemporary Project Management, including project procurement, risk, and integration management, and their application and implementation. Topics related to project procurement management include developing procurement plan, tendering, and contract administration. Topics related to project risk management include developing risk management plan, risk identification, risk analysis, risk response, and risk monitoring and control. Topics related to project integration management include developing and integrating project plan, and integrated change control.

### ASSESSMENT

Three assignments (two group works 50%, one individual work 40%) 90%, project – closure project 10%.

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## SRM448 – INDUSTRY PLACEMENT A

*Offered at: (X)  
Credit point(s): 2  
Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.250  
Cohort rule: Available to students enrolled in the Bachelor of Construction Management/Bachelor of Facilities Management D365 only.  
Work experience in industry: Workplace Experience in Industry  
Unit chair: A Mills  
Prerequisite: Nil  
Incompatible with: SRM249, SRM349  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to gain industry-based learning experience via placement in an authentic building-related work environment for an initial period of 40 days (2 months full-time). Placement must be approved prior to commencement and a signed log of successfully completed activities submitted upon completion (pass/fail only). The unit also provides an opportunity to reflect on academic experiences and relevance.

### ASSESSMENT

Log book covering 40 days experience 50%, reflective journal 50%

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## SRM449 – INDUSTRY PLACEMENT B

*Offered at: (X)  
Credit point(s): 2  
Offerings: Trimester 1 or trimester 2*

*EFTSL value: 0.250  
Work experience in industry: Work Experience in Industry  
Unit chair: A Mills  
Prerequisite: SRM448  
Incompatible with: SRM249, SRM349  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables student to gain industry-based learning experience via placement in authentic building-related work for an initial period of 40 days (two months full-time). Placement must be approved prior to commencement and a signed log of successfully completed activities submitted upon completion (pass/fail only). The unit also provides an opportunity to reflect on academic experiences and relevance.

### ASSESSMENT

Log book covering 40 days experience 50%, reflective journal 50%

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## SRM461 – CONTRACT ADMINISTRATION 3

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Weber  
Prerequisite: SRM261  
Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is about project administration with particular emphasis on tender evaluation, documentation and post-contract procedures. Topics include the contract administrator's role from the perspective of the contractor, subcontractor and client, preparation of subcontractor work packages, progress claims, cost reports, extensions of time and contract variations. Procedures for effective office and site administration, financial reimbursement and claims preparation, quantification and negotiation, and the use of computer software in post-contract activities are also covered.

**ASSESSMENT**

Examination 60%, two individual assignments (20% each) 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

**SRM489 – PROFESSIONAL PRACTICE**

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* A Mills  
*Prerequisite:* 3 level 3 or 4 SR% coded units  
*Incompatible with:* SRM570, SRR512  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit investigates the current and future roles of professionals practising within the Australian Building and Construction (ABC) industry. Topics include the principles and application of professional ethics; social and environmental obligations of professionals; industry regulations, codes of conduct and practice, legal requirements and registration of building professionals practising in Australia. Implication of employment laws and industrial relations on construction organisations are examined. The structure of business entities, their establishment and operations within the ABC industry are also studied as part of this unit. Impacts of internationalisation, globalisation, global economy, and cultural diversity are examined.

**ASSESSMENT**

Examination 40%, two assignments (30%, 30%) 60%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

**SRM750 – BUILT ENVIRONMENT PROFESSIONAL PRACTICE**

*Offered at:* (S, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Cohort rule:* Students enrolled in S700 or S701 must enrol in the on-campus mode  
*Unit chair:* D Beynon  
*Prerequisite:* Nil  
*Incompatible with:* SRM470, SRM591  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit has two parts; the first is an introduction to professional practice principles and the second is an exploration of the role and function of specific built environment professionals. The aim of the first part of this unit is to examine the legal and ethical responsibilities of built environment professionals to clients, consultants and other parties. This will enhance understanding of the interdependency of practice with the drivers and enablers of development and the consequences of their intervention in the built environment. The unit allows the student to contextualise professional practices through analysis of case studies, ensuring built environment solutions are critiqued, understood and realised within economic, social, cultural and professional contexts. The unit also introduces the principles of the law of contract and the law of tort as they relate to built environment professionals.

Part two of this unit introduces the principles of discipline-based practice and examines their applications to the control of the built environment, from the pre-design stage to the end of contract administration. The unit will also include strategic management of project based firms; the collaboration process with clients; negotiation with planning and building authorities, methods of building procurement; the control of the pre-design, design, contract documentation and contract administration stages.

**ASSESSMENT**

Three assignments (20% each) 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRM751 – INTEGRATED PROJECT INFORMATION MANAGEMENT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2

EFTSL value: 0.125  
Unit chair: A Krezel  
Prerequisite: Nil  
Contact hours: Students will engage and have access to iLectures and tutorials: 12 hours of lectures & 12 x 1–2 hour tutorials.

Note: Online teaching methods require internet access. Please refer to the most current computer specifications

### CONTENT

The unit enables students to integrate work-based case studies with the theory and practice of management of a collaborative integrated multidisciplinary information model of a complex major project for its life cycle. The unit examines information creation, usage, development, management and ownership for prediction, scenario planning, modeling and simulation to support effective decision making. The challenges of seamless information management to improve building performance and process productivity are examined through technical and operational project decision making. The students will examine such themes as: software and hardware tools, data compatibility, interoperability, procurement strategies, model ownership, contractual obligations, legal frameworks, team capabilities and security. The relationship between managing intellectual capital through knowledge management systems with the capturing, sharing and usage of project data, information and analysis outputs will also be examined. Assessments will involve case study analysis in relation to strategic, operational and technical decision making as students are challenged to develop various implementation plans to support adoption of integrated project information modelling in various forms and at various levels.

### ASSESSMENT

Individual report 50%, collaborative case study 50%

## SRM752 – ADVANCED PROJECT MANAGEMENT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1

EFTSL value: 0.125  
Unit chair: A Krezel

Prerequisite: Nil  
Contact hours: Off-campus students are expected engage in iLectures: 10 hours of lectures, 12 x 2 hour tutorials per week

Note: Online teaching methods require internet access. Please refer to the most current computer specifications

### CONTENT

The unit integrates the historical development of the project management profession with current contemporary practice within an internationalised project management field. The theory and practice of project management is applied through a case study approach and is uniquely underpinned by knowledge of the philosophy of urban ecologies to achieve a balance between broader social, cultural, economic and environmental objectives as well as project specific time, cost and quality goals. Students will be challenged to critique various organisational structures, such as traditional organization; projectised organization and matrix organization, within the built environment context. Strategic, operational and technical challenges in the field of project management shall be examined through such topics as project planning, life-cycle planning; fast-tracking, network scheduling techniques; internationalisation, stakeholder management and integrated project management. Project management is also explored through 'softer' themes including project team capabilities, team leadership and team culture as relevant strategies considered to have impacts on projects. Students will focus on the importance of reporting and presentation through a series of case study based exercises.

### ASSESSMENT

Critical analysis essay (4,000 words) 40%, case study report 60%

## SRM771 – WORK PLACE ASSESSMENT

Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: J Rollo  
Prerequisite: Nil  
Contact hours: Please refer to the Unit Guide for any details regarding the contact hours

Note: Online teaching methods require internet access. Please refer to the most current computer specifications.

**CONTENT**

This unit enables students to complete an industry-based practice case study within a public or private sector organisation that provides planning, design and/or policy development expertise for the design of sustainable health urban environments. Students will be required to review the organisation of a practice or department engaged in delivering professional based project work. Each student will be assigned an academic supervisor.

**ASSESSMENT**

Mid placement progress report 40%, final placement report 60%

## SRM772 – PRACTICAL EXPERIENCE ASSESSMENT B

*Offered at: (X)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: D Beynon*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding the contact hours*

*Note: Entry to this unit is via application and approval of the Unit Chair. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The work integrated learning strategies adopted in this unit are student initiated learning in reflection and through action learning. The application of these learning strategies are embedded in a guided program of assessable components that give students the opportunity to develop generic skills in career development. These are delivered in combination with components that extend discipline based professional and technical skills and knowledge beyond the classroom. A placement based project is a feature of this unit.

**ASSESSMENT**

Learning Plan 20%, reflective journal 30%, placement based project 40%, professional development evaluation 10%

## SRM781 – MANAGING CHANGE AND INNOVATION

*Offered at: (S, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: Y Esteban*

*Prerequisite: Nil*

*Contact hours: 2 two-day workshops. Off-campus students will engage in iLectures and tutorials: 10 hours of lectures and 10 x 1 hour tutorials.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The purpose of this unit is to provide participants with concepts and methods that will help them be successful managers and leaders of change as they apply to cultivating and implementing policies and strategies in the design of sustainable healthy urban environments. The course draws upon the latest research and managerial studies on processes of: cultivating innovating thinking; dynamics of groups; facilitation processes; team formation; principles of project management; project implementation methods; place management and the implication of new change efforts; public-private partnerships; risk management; corporate culture; and leadership practices.

**ASSESSMENT**

1500 word essay 30%, 2500 word essay 40%, electronic presentation 30%

## SRP781 – PLANNING PROCESSES AND PRACTICE

*Offered at: (S, X)*

*Credit point(s): 1*

*Offerings: Trimester 2*

*EFTSL value: 0.125*

*Unit chair: D Jones*

*Prerequisite: Nil*

*Contact hours: 2 two-day workshops*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will provide a robust understanding of the fundamentals and techniques of spatial 'plan-making' from neighbourhood to regional scales for a

variety of purposes, along with the preparation and administration of land use management tools. It outlines strategic planning processes for gathering a diversity of information, identifying often conflicting objectives and aspirations for land use, engaging with stakeholders and community interests to articulate and reconcile priorities, then devise options that aim to resolve a shared future that can achieve political and community acceptance. The unit then explores the underlying principles and mechanisms utilised in the assessment and regulation of land use. These includes procedures requiring approval for the development of land or changes of use, assessing and balancing conflicting personal or societal objectives, resolution of disputes, review of decisions through appeal mechanisms, and reserve provisions enabling executive government to manage major or priority projects. These mechanisms and their underlying principles are illustrated utilising examples from across a range of jurisdictions, predominantly among Australian states, and the British and American approaches they have drawn upon.

#### ASSESSMENT

Two individual assignments (30, 35%) 65%, one team assignment 35%. Assignments may include a component of oral or digital presentation.

## SRP782 – URBAN DYNAMICS AND CHANGE

*Offered at:* (S, X)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* D Jones  
*Prerequisite:* Nil

*Contact hours:* 2 two-day workshops

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides a comprehensive overview of the economic, social, political and environmental influences upon the evolution, form and dynamics of settlement and cities, which combine to make each urban place distinctive. It provides a foundation in geographic and economic theories that explain the form and distribution of settlement and uses, with particular attention to the forces that can influence urban change or may be harnessed toward pursuing preferred future forms. Particular attention is given to understanding influences including the economics of land development, the relationship between transport (public and private) and land use, investment by public

and private sectors, and the influence of creativity, wealth distribution and civic identity upon the form, character, prosperity and equity of cities. This unit has particular relevance for addressing emerging scenarios as contemporary society recognises the prospect of low carbon future, climate change, oil vulnerability and demographic changes including ageing and migration. It considers the capacity for – and limitations upon – planning and influencing change outcomes, and the issues surrounding governance and decision-making processes that can guide or modify the processes of urban change.

#### ASSESSMENT

Individual assignments (2 x 30%) 60%, a case study-based assignment 30%, a scoping brief for the case study-based assignment 10%

## SRQ462 – BUILDING COST PLANNING

*Offered at:* (S, ONLINE)  
*Credit point(s):* 1  
*Offerings:* Trimester 2 (S), trimester 3 (Online only)

*EFTSL value:* 0.125  
*Unit chair:* E Chan  
*Prerequisite:* SRT351, SRE272 (students enrolled in S346, D364, D365)  
*Contact hours:* Trimester 2: 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* The trimester 3 offering will be via the online delivery format (DSO). Students will need access to a computer and modem connection (of a minimum standard specified by the University) to study in the online Trimester 3 mode.

#### CONTENT

This unit considers the principles of design economics applied to buildings and the role of cost planning during design development. Topics include the origins and purpose of cost planning and control, various techniques for estimating prices based on area, function, element, sub-element and composite work items, the effect of design constraints and variables on total building costs, the stages of design development, adjustment of historical prices and the accuracy of different estimating approaches. Life cycle costing, including the use of discounting in comparative situations, and its importance in the assessment of environmental sustainability are discussed in detail.

#### ASSESSMENT

Three assignments (10%, 20%, 30%) 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.



## SRQ745 – COMMERCIAL CONSTRUCTION ORGANISATION

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: L Tivendale  
Prerequisite: Nil  
Contact hours: Off-campus students are expected engage in iLectures: 10 hours of lectures, 12 x 2 hour tutorials per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit investigates various innovative construction management approaches and management strategies developed by leading edge research and /or used by practitioners including: supply chain management, lean construction, benchmarking, constructability and re-engineering, and risk management.

### ASSESSMENT

Assignment 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRQ762 – COST PLANNING

*Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125  
Cohort rule: Students enrolled in S700 or S701 must enrol in the on-campus mode  
Unit chair: L Tivendale  
Prerequisite: Nil  
Contact hours: On-campus students: (10 x 2 hours of lectures, 10 x 1 hour tutorials)*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit synthesizes knowledge and skills of project cost planning within the context of Australian Building and Construction Industry (ABCI) economic and macroeconomic policies which shape built environment business ecologies. The unit examines the concept of economically sustainable projects through the theory and practice of life cycle costing and evaluation. The influence of design decision making on short

term construction sector production and long term asset portfolio performance in relation to capital and life cycle costs will be analysed, as students will be challenged to critique contemporary practice on major international projects. Value/cost management/ engineering methodologies and project cost planning techniques will be introduced through a case study approach to allow students to explore their unique enabling role in sound economic decision making in early project phases. The unit will engage students in analysis of quality data and information as they refine their evaluative and justification skills to support client, community and professional financial objectives.

### ASSESSMENT

Assignments 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRQ763 – LEGAL RISK MANAGEMENT

*Offered at: (X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Unit chair: M Weber  
Prerequisite: Nil  
Contact hours: Off-campus students will engage in iLectures and tutorials: 10 hours of lectures and 12 x 2 hour tutorials*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit examines complex construction project contracts from a legal risk management framework in relation to the implications for scope, quality, cost and time. Theory and practice of project conflict management, dispute avoidance and dispute resolution are investigated through precedence. Students will explore the remedies available for the various conflict pathways of identification, early intervention, claim, negotiation, arbitration and litigation. A holistic approach to the concept of conflict will be applied through a critique of the causes of disputes mapped against the underlying risk allocation and management strategies on projects impacted by legal, business and informational contexts. Conditions of contract and cost and financial procedures are studied through case studies. The unit will allow students to evaluate, develop and apply a legal risk management approach through an examination of project disputes.

**ASSESSMENT**

Assignments 70%, examination 30%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

Assessment is by end of unit examination and two individual assignments which test the application of legal risk management and commercial contract law principles and procedures to selected projects. Assignments will anticipate students being involved in projects in their workplace.

**SRQ764 – BUILDING PROJECT EVALUATION**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Tivendale*  
*Prerequisite: Nil*

*Contact hours: Off-campus students will engage in 12 x 1 hour lectures and 12 x 2 hour tutorials*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the processes and techniques used in development appraisal and the economic evaluation of building projects. Topics will include the development process, property investment, feasibility studies, property markets, project finance, taxation and risk analysis. Students will analyse the multi-disciplinary nature of the development process and the relationship between design decisions and the total cost of building projects as they prepare detailed development appraisals and feasibility studies within the context of property markets and the built environment business ecology. The unit will allow appreciation of the role that project financing arrangements play in influencing the size, scale and success of developments. The implications of various factors including taxation, regulation, international financial markets and social and business networks are examined in relation to development risk analysis and decision making.

**ASSESSMENT**

Assignment 1 (30%), assignment 2 (30%), examination 40%

**SRQ774 – CONSTRUCTION MEASUREMENT**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Tivendale*  
*Prerequisite: Nil*

*Contact hours: Off-campus students will engage in 12 hours of lectures and 12 x 2 hour tutorials*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit examines the measurement of more complex work in specialist substructures, structural framing systems, building services and equipment and measurement of civil engineering works and is underpinned by the theoretical frameworks of construction project economics. The unit will challenge students to integrate analysis through computer applications in quantity surveying and estimating functions and in contract documentation to strategic decision making on projects. The unit shall engage students in debate on comparisons and evaluation of international case studies in relation to project development economics. The case study based format will be supplemented with lectures.

**ASSESSMENT**

Assignments (35%, 35%) 70%, examination 30%

**SRQ780 – STRATEGIC CONSTRUCTION PROCUREMENT**

*Offered at: (X)*  
*Credit point(s): 1*  
*Offerings: Trimester 3*

*EFTSL value: 0.125*  
*Unit chair: A Mills*  
*Prerequisite: Nil*

*Contact hours: Off-campus students will engage in 12 hours of lectures*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit examines contemporary international practice in relation to procurement strategies such as relational contracting, strategic project alliance and public-private partnerships within complex project team environments. The unit will challenge students to examine built environment business ecologies which underpin strategic construction procurement decision making to achieve economic, environmental, social and cultural sustainable objectives. The interdependency between procurement strategy decision making on the economic structural and behavioural characteristics of the construction industrial production sector is revealed and analysed through various workplace scenarios. Unique construction procurement environments will be explored through various case studies allowing the students to examine key themes of private financial initiatives, construction culture, ethical procurement, internationalisation and supply chain management. The unit shall engage students in debate on the impact of procurement systems on project delivery as it applies to a global construction market.

**ASSESSMENT**

Critical analysis report 40%, case study report 60%

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## SRR311 – ARCHITECTURE RESEARCH PROJECT

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: U de Jong, D Smith (trimester 3)*

*Prerequisite: SRA215*

*Contact hours: To be arranged with supervisor – minimum study commitment 10 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

In consultation with an appointed supervisor, students will be required to undertake activities including defining a research topic; planning a research program; collecting and analysing data appropriate to the research program; and documenting the results of the research. The specific research topic and the details of the research program are to be determined in consultation with the appointed supervisor.

**ASSESSMENT**

Research journal 40%, research report 60%

**SRR401 – HONOURS THESIS A**

*Offered at: (S)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3\**

*EFTSL value: 0.125*

*Unit chair: C Liu*

*Prerequisite: 3 level 3, 4, or 5 SR coded units*

*Incompatible with: SRR491*

*Contact hours: To be arranged with supervisor – minimum study commitment 10 hours per week*

*Note: \*Enrolment into this unit for Trimester 3 is subject to Unit Chair Approval. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of a research argument and proposal. Activities include articulation of a rationale for the research, a clear and achievable research aim, an 8 000 word (max.) critical literature review and methodology for further investigation. Where data collection involves ethics approval, an application needs to be prepared in accordance with University requirements. Students are allocated a supervisor to assist them in their research and to provide direction.

**ASSESSMENT**

Research theme 10%, proposal 20%, written report 60%, portfolio 10%

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## SRR402 – HONOURS THESIS B

*Offered at: (S)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*

*Unit chair: C Liu*

*Prerequisite: SRR401*

*Incompatible with: SRR491*

*Contact hours: To be arranged with supervisor – minimum study commitment 20 hours per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit provides research training through the detailed investigation of a particular aspect of the built environment and the preparation of a 12 000 word (maximum) thesis and poster presentation. Activities

include data collection, analysis and recommendations for future practice. Where data collection involves ethics approval, an application needs to have been approved by the University before fieldwork can begin. Students are allocated a personal academic supervisor to assist them in their research and to provide direction.

#### ASSESSMENT

Final thesis 60%, poster presentation 30%, research portfolio 10%

## SRR481 – RESEARCH METHODS SEMINAR

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Cohort rule: (Only available to those enrolled in an honours program in the School of Architecture and Building)*  
*Unit chair: C Liu*  
*Prerequisite: Nil*  
*Contact hours: 1 x 1 hour lecture, 1 x 1 hour seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit provides training in research methodology and in the conduct of ethical research. Topics include the definition of research, types of methodological approaches and strategies, hypothesis generation and testing, information availability, searching, structuring research, time management, organisation and analysis of data, statistical applications and tools, critiquing and referencing previous research, formatting text and presenting research findings. Where data collection involves ethics approval, an application needs to be prepared and approved in accordance with University requirements. This unit is only available to invited honours students in the School of Architecture and Building.

#### ASSESSMENT

Tutorial 25%, presentation 25%, statistical exercises 25%, method statement 25%

## SRR711 – THESIS (ARCHITECTURE)

*Offered at: (S)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*  
*Unit chair: F Marcello (Trimester 1), U de Jong (Trimester 2)*  
*Prerequisite: Students enrolled in S700 Master of Architecture: 8 level 7 SR\* coded units including SRR782; Students enrolled in S701 Master of Architecture (Design): 3 level 7 SR\* coded units*  
*Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

#### ASSESSMENT

Thesis (10,000 words) or equivalent 100%.

Assessment will be based on the submission of a thesis (and supporting material as agreed at the outset with Unit Chair and supervisor).

## SRR714 – THESIS (CONSTRUCTION MANAGEMENT)

*Offered at: (X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.250*  
*Unit chair: U De Jong*

*Prerequisite: SRR782*  
*Incompatible with: SRR711*  
*Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

#### ASSESSMENT

Thesis 100%

### SRR715 – THESIS (FACILITIES MANAGEMENT)

*Offered at: (X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*  
*Unit chair: U De Jong*  
*Prerequisite: SRR782*  
*Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be

selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

#### ASSESSMENT

Thesis 100%

### SRR716 – THESIS (LANDSCAPE ARCHITECTURE)

*Offered at: (S, X)*  
*Credit point(s): 2*  
*Offerings: Trimester 1, trimester 2*

*EFTSL value: 0.250*  
*Unit chair: U De Jong*  
*Prerequisite: SRR782*  
*Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

**ASSESSMENT**

Thesis 100%

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**SRR717 – THESIS (PLANNING)***Offered at: (S, X)**Credit point(s): 2**Offerings: Trimester 1, trimester 2**EFTSL value: 0.250**Unit chair: U De Jong**Prerequisite: SRR782**Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

**ASSESSMENT**

Thesis 100%

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**SRR718 – THESIS (URBAN DESIGN)***Offered at: (S, X)**Credit point(s): 2**Offerings: Trimester 1, trimester 2**EFTSL value: 0.250**Unit chair: U De Jong**Prerequisite: SRR782**Contact hours: 1-2 hours per week for 12 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit content will focus on an approved built environment related topic and will be developed in conjunction with the unit chair and an appointed supervisor. Students will be required to select a topic or theme or area and to have it approved by the unit chair and appointed supervisor prior to commencing their investigation. The topic or theme or area will be selected from a range of possibilities suggested by staff who are available to supervise.

This unit provides research training through the identification, review and critique of a particular aspect of the built environment and the development of research. Activities include development of a clear and achievable research aim, enunciation of the rationale for the research and writing a critical thesis. This will be documented in a 10000 word paper, with associated image, digital and supporting appendices as necessary, of publishable quality. Students will work with an academic supervisor to assist them in their research and to provide direction.

**ASSESSMENT**

Thesis 100%

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**SRR782 – RESEARCH METHODS***Offered at: (S, X)**Credit point(s): 1**Offerings: Trimester 1, trimester 3**EFTSL value: 0.125**Unit chair: M Lozanovska, D Boontharm (Trimester 3)**Prerequisite: Students enrolled in S700 or S701 must enrol in the on-campus mode**Incompatible with: SRR481**Contact hours: 1 x 2 hour lecture/seminar per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit will help students to select a viable thesis topic and leads them towards research and the writing up of the thesis in the following trimester. Presentations and seminars form part of the unit learning. The presentations provide the grounding for research topic development, approach and methodology. The seminars function as a forum in which students can increase their knowledge of theoretical positions in the built environment and identify interdisciplinary positions. The students discuss possible uses of

these critical positions for their final thesis and design projects. A research report will provide a preliminary Literature Review and is intended as an effective launch-pad for thesis and design work, as well as for life-long learning.

#### ASSESSMENT

Research notebook 30%, research proposal 20%, research report 50%

## SRT141 – BUILDING SAFETY

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* C Liu  
*Prerequisite:* Nil  
*Contact hours:* 1 x 2 hour lecture, 1 x 1 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides the foundations for developing and maintaining a safety culture on building sites and other workplaces, and examines WorkCover requirements in accordance with the OH&S regulations and compliance codes following the Act of 2004, and occupational health and safety procedures and controls. Students are provided with an understanding of fire safety and life safety principles, including basic first aid. Site safety and supervision of onsite operatives is covered in detail to include site induction requirements, and the concept of quality assurance is introduced.

#### ASSESSMENT

Assignment 1 (20%), assignment 2 (20%), examination 60%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT151 – CONSTRUCTION AND STRUCTURES 1

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 2

*EFTSL value:* 0.125  
*Unit chair:* L Osman  
*Prerequisite:* Nil

*Contact hours:* 1 x 2 hour lecture, 1 x 2 hour tutorial per week

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit provides an introduction to construction technology through an examination of the design and construction techniques of domestic scale buildings. Construction topics include foundations and footings, floor systems, timber framing, residential envelope systems for walls and roofs, fenestration, and plumbing and drainage. Structural topics include live and dead loads and the mechanics of simple structural elements. This unit also includes an introduction to Australian structural and construction codes.

#### ASSESSMENT

4 assignments (1 x 10%, 2 x 15%, 1 x 20%) 60%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT153 – BUILDING MATERIALS SCIENCE

*Offered at:* (S)  
*Credit point(s):* 1  
*Offerings:* Trimester 1

*EFTSL value:* 0.125  
*Unit chair:* P Rajagopalan  
*Prerequisite:* Nil  
*Contact hours:* 1 x 2 hour lecture per week, 1 hour tutorial/workshop per week (for 7 weeks)

*Note:* Online teaching methods require internet access. Please refer to the most current computer specifications.

#### CONTENT

This unit introduces students to the properties of materials used in a wide range of building applications. Topics include the chemical and physical properties and the procedures for selection of appropriate materials and their uses in buildings. Materials studied include timber, concrete, metals, stone and ceramics, plastics and glass. The environmental significance of materials is considered within the framework of sustainability and embodied energy.

#### ASSESSMENT

Tutorial exercises 10%, report 40%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT159 – TECHNOLOGY PROJECTS 1

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*

*EFTSL value: 0.125*  
*Unit chair: L Osman*  
*Prerequisite: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit introduces residential construction including basic construction principles and technology at a residential scale. Construction management processors for residential buildings are examined as applied to large-scale single family home builders. Student gain an understanding of the Timber Framing Manual, and the relevance of the Australian standard AS1684 as it relates to the basic construction process and its application in non- cyclonic areas. Students are introduced to the Building Code of Australia with respect to its integration and application in residential construction. Students document the building process and evaluate conventional residential construction requirements and processes, introducing environmental sustainability procedures and applications in residential construction and C.A.D. documentation processors.

### ASSESSMENT

Tutorial exercises 25%, assignment 25%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT251 – CONSTRUCTION AND STRUCTURES 2

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 1*  
*EFTSL value: 0.125*  
*Unit chair: L Osman*  
*Prerequisite: SRT151*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides further understanding of construction technology through a systematic

examination of the design and construction of low-rise commercial and industrial buildings, assembly principles and the behaviour and adequacy of structural components. Construction topics include foundations and footings, framing and envelope systems in steel, concrete and timber, including fenestration. These are considered in the context of the principles of design, construction economics and construction processes. Structural topics include the principles of long-span construction, framing systems and bending moments. Emphasis is placed on the selection of the appropriate systems, theoretical and on-site aspects and the detailing of components.

### ASSESSMENT

Two projects (25% each) 50%, examination 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

## SRT257 – BUILDING ENVIRONMENTAL STUDIES 1

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*  
*EFTSL value: 0.125*  
*Unit chair: R Tucker*  
*Prerequisite: Nil*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

The unit investigates the climatic and environmental factors that influence the design and construction of buildings in the context of ecologically sustainable development. Topics include heat loss and gain, thermal comfort calculation of 'R' and 'U' values, air movement and building ventilation, condensation, solar patterns and shading, passive and active heating and cooling systems, and general energy conservation strategies. The use of software to produce energy ratings and life cycle assessments for simple buildings is introduced. A trimester long project requires multi-disciplinary teams of three to six (architecture and construction management students) to analyse and improve upon the resource efficiency of houses designed by eminent, local built environment professionals.

### ASSESSMENT

Group assignment 60% (in three stages: stage 1 and 2 are individually assessed; stage 3 is individualised to reflect contribution) examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.



## SRT259 – TECHNOLOGY PROJECTS 2

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: L Tivendale*  
*Prerequisite: SRT151 or SRT159*  
*Contact hours: 1 x 1 hour lecture, 1 x 3 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit uses a problem-based approach to resolve design and buildability issues related to a new development. Students are introduced to the Building Code of Australia and referred standards and regulations in the process of reporting on compliance and directing documentation. Students work in teams, present their solutions using various media and will identify their individual contributions within reports.

### ASSESSMENT

Building code assignments 30%, report 35%, model 20%, individual skills reflection 15%

The construction topics include curtain walling, roof membranes and drainage, partitioning and office fit-out. Emphasis is placed on the selection of appropriate systems, theoretical and on-site aspects, and the detailing of components.

### ASSESSMENT

Examination 50%, group assignment 50%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRT358 – BUILDING ENVIRONMENTAL SERVICES

*Offered at: (S, Online)*  
*Credit point(s): 1*  
*Offerings: Trimester 1 (S), trimester 3\* (Online)*

*EFTSL value: 0.125*  
*Previously coded as: SRT355, SRT356 and SRT458*  
*Unit chair: M Luther*  
*Prerequisite: SRT157 or SRT257*  
*Contact hours: 1 x 2 hour lecture per week, 1 x 1 hour tutorial per week*

*Note: \*In Trimester 3, this is an off-campus unit where it is expected that students will make their own arrangements to work as a team for the major project assignment on an Australian building.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit investigates the range of building services used primarily in commercial buildings, including HVAC (heating, ventilation and air conditioning), electrical, vertical transportation and fire services. Topics cover design and installation principles, control systems, commissioning and testing requirements, and performance expectations. Alternative approaches with lower environmental impact and the roles and responsibilities of the various services consultants are also discussed.

### ASSESSMENT

Tutorial exercises 20%, assignment (building services integration) 40%, examination 40%. To be eligible to obtain a pass in this unit students must achieve at least 40% in the examination.

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## SRT351 – CONSTRUCTION AND STRUCTURES 3

*Offered at: (S)*  
*Credit point(s): 1*  
*Offerings: Trimester 2*

*EFTSL value: 0.125*  
*Unit chair: A Krezel*  
*Prerequisite: SRT251*  
*Contact hours: 1 x 2 hour lecture, 1 x 1 hour workshop/studio per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit provides further understanding of construction technology through a systematic examination of the design of high-rise commercial scale buildings, assembly principles and the behaviour and adequacy of structural components. The structural topics include piling, basements, core design and construction, pre-fabrication and off-site production.

## SRT750 – SUSTAINABLE FUTURES

*Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Roetzel  
Prerequisite: Nil  
Contact hours: 1 x 2 hour lecture, 1 x 2 hour tutorial per week*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit investigates contemporary building design in the context of its use of technology and environmental impact. The integration of building structure, envelope, services and fit-out are considered holistically from the perspective of architectural merit and resource sustainability. The use of building technology to improve occupant comfort and material use, energy consumption and ventilation performance is explored through case studies and research findings. Other topics include life cycle assessment, fluid mapping tools and trends in biomimicry and sustainable architecture.

### ASSESSMENT

Tutorial exercises 30%, assignment 30%, assignment 40%

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## SRT757 – BUILDING SYSTEMS AND ENVIRONMENT

*Offered at: (S, X)  
Credit point(s): 1  
Offerings: Trimester 1*

*EFTSL value: 0.125  
Cohort rule: Students enrolled in S700 or S701 must enrol in the on-campus mode  
Unit chair: P Rajagopalan  
Prerequisite: Nil  
Contact hours: 1 x 1 hour lecture for 10 weeks, 1 x 2 hour seminar/ review for 10 weeks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

## CONTENT

The unit examines thermal, visual and aural environmental principles. Students will critique theoretical principles in relation to their specific disciplinary role in shaping the built environment to respond to different climates and the needs of key stakeholders specifically users and clients. They will engage in a series of case studies to examine thermal, visual and aural environmental theoretical principles and practical application. The unit will challenge students to evaluate the appropriate selection of environmental systems to enhance thermal, visual and aural comfort. Students will analyse building envelope materials and assemblies to respond to different climatic conditions in order to enhance thermal comfort. Students will appraise various lighting concepts as well as colour classifications. The unit will introduce the application of day light modeling and lighting installation design with specific emphasis on integration control, computational methods and software for lighting design to enable students to make informed judgments in relation to their role as built environment professionals. Students will engage in discussion of aural environment and acoustic design of rooms in regards to reverberation times and speech intelligibility, suitable material selection, noise problems, sound transmission through structures, and environmental noise control. Computational methods are introduced for evaluation and assessment of acoustical environments to support effective decision making to improve built environment performance.

### ASSESSMENT

Building Performance simulation 30%, report 35%, case study 35%

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## SRV599 – BUILT ENVIRONMENT INTEGRATED PROJECT

*Offered at: (S)  
Credit point(s): 1  
Offerings: Trimester 2*

*EFTSL value: 0.125  
Unit chair: A Krezel  
Prerequisite: 3 level 3, 4 or 5 SR%-coded units  
Contact hours: 36 hours per trimester offered in intensive blocks*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit develops competency in knowledge and skills integration expected of a “work ready” graduate. Integration of discipline relevant knowledge and processes employed in the development of built environment is applied in evaluation of an authentic, large-scale building project. The technique of value management is applied in evaluation of proposed design and construction method of building project. The applications of life cycle analysis (LCA) and building information modelling (BIM) are also part of this unit. Through an authentic project, students work in collaborative, multidisciplinary environment aiming at recommending value added alternatives to the proposed design and construction method.

**ASSESSMENT**

Progressive group reports 50%, two assignments (25% each) 50%

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## SRV799 – BUILT ENVIRONMENT INTEGRATED PROJECT

*Offered at: (S, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 3*

*EFTSL value: 0.125*

*Cohort rule: Students enrolled in S700 or S701 must enrol in the on-campus mode*

*Unit chair: A Krezel*

*Prerequisite: Nil*

*Contact hours: On-campus students: 30 hours of lectures and workshops per trimester offered in intensive blocks. Off-campus students will engage in iLectures.*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

The unit integrates knowledge and skills developed in other units through the resolution of the design of a complex architectural project within the context of international contemporary practice. The unit builds upon the concept of urban ecologies and sustainable urban development as students synthesise social, cultural, environmental, information and economic objectives within a design management process. The unit draws on the theory and practice in the field of design management from the perspective of the various disciplines. Design collaboration methodologies and processes will be introduced to create an authentic learning experience of the key activities of strategic and functional brief development to achieve client requirements. Unique project environments will be presented through various case studies allowing the

individual disciplines to explore key contemporary themes of the mega project, collaborative practice, internationalisation and reflexivity from their perspective.

Through a case study approach, the student will develop skills in knowledge and process integration applied to project evaluation and strategic decision making within the context of a collaborative multidisciplinary environment. The process of resolution is undertaken via workshops with trigger guest lecturers from experts in knowledge areas such as: international collaborative practice. Students shall work in online multidisciplinary built environment teams simulating current international distributed teams towards developing high level reflective practice skills in relation to design and construction collaboration to inform and effect action. The focus is on developing design management process abilities through the development and refinement of a strategic and/or functional project brief informed by debate, discourse and critical thinking. The process enables a development of research for project skills including information searching, critique and synthesis.

**ASSESSMENT**

One assignment 50%, one group assignment 50%

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## STP201 – INDUSTRY BASED LEARNING – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit enables students to complete an industry-based learning placement within a relevant Information Technology organisation. Students are expected to work spanning at least 12 weeks (60 working days). Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes

available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP202 – INDUSTRY BASED LEARNING – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

Students enrolled in this unit complete at least 24 weeks (120 working days) on an industry based learning placement within a relevant Information Technology organisation. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP211 – INDUSTRY BASED LEARNING – ENGINEERING

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit enables students to complete an industry-based learning placement within a relevant Engineering organisation. Students are expected to work spanning at least 12 weeks (60 working days). Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP212 – INDUSTRY BASED LEARNING – ENGINEERING

Offered at: (G, X)  
Credit point(s): 2  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: K Young  
Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%  
Contact hours: Please refer to the Unit Guide for any details regarding contact hours

Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

Students enrolled in this unit complete at least 24 weeks (120 working days) on an industry based learning placement within a relevant Engineering organisation. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP221 – INDUSTRY BASED LEARNING – SCIENCE

Offered at: (B, G, W, X)  
Credit point(s): 1  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: K Young

Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%  
Contact hours: Please refer to the Unit Guide for any details regarding contact hours

Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.

### CONTENT

This unit enables students to complete an industry-based learning placement within a relevant science organisation. Students are expected to work spanning at least 12 weeks (60 working days). This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP222 – INDUSTRY BASED LEARNING – SCIENCE

Offered at: (B, G, W, X)  
Credit point(s): 2  
Offerings: Trimester 1, trimester 2, trimester 3

EFTSL value: 0.125  
Unit chair: K Young  
Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%  
Contact hours: Please refer to the Unit Guide for any details regarding contact hours

Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods

require internet access. Please refer to the most current computer specifications.

### CONTENT

Students enrolled in this unit complete at least 24 weeks (120 working days) on an industry based learning placement within a relevant science organisation. This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The assessment includes maintaining a daily logbook, developing and managing professional goals writing a report, developing a placement portfolio, making a presentation and being assessed by the industry and academic supervisors.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP251 – INTERNSHIP – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what

you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP261 – INTERNSHIP – ENGINEERING

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant Engineering organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP271 – INTERNSHIP – SCIENCE

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant science organization. This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP301 – INDUSTRY BASED LEARNING – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the selection requirements.*

*Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 week industry placement (60 working days) within a relevant Information Technology organization. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP302 – INDUSTRY BASED LEARNING – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed for students in their final year of study. Students enrolled in this unit complete a 24 week (120 working days), full-time industry based learning placement within a relevant Information Technology organisation during the first half of the year. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors. As this placement takes place during the graduate recruitment cycle, it is expected that students will include this aspect in their report.

**ASSESSMENT**

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

**STP311 – INDUSTRY BASED LEARNING – ENGINEERING**

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit enables students to complete a 12 week industry placement (60 working days). within a relevant Engineering organization. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn

about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors.

**ASSESSMENT**

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

**STP312 – INDUSTRY BASED LEARNING – ENGINEERING**

*Offered at: (G, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

**CONTENT**

This unit is designed for students in their final year of study. Students enrolled in this unit complete a 24 week (120 working days), full-time industry based learning placement within a relevant Engineering organisation during the first half of the year. Students will be required to undertake a significant body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors.



As this placement takes place during the graduate recruitment cycle, it is expected that students will include this aspect in their report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP321 – INDUSTRY BASED LEARNING – SCIENCE

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 week industry placement (60 working days) within a relevant science organization. This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and

technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP322 – INDUSTRY BASED LEARNING – SCIENCE

*Offered at: (B, G, W, X)*

*Credit point(s): 2*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study with a minimum average of 65%*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Students must contact their enrolment officer prior to enrolling in this unit in order to meet the pre-selection requirements. Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit is designed for students in their final year of study. Students enrolled in this unit complete a 24 week (120 working days), full-time industry based learning placement within a relevant science organisation during the first half of the year. This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a significant body of work giving them an opportunity to apply knowledge gained through previous units of study. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook, writing a report, making a presentation and being assessed by the industry and academic supervisors. As this placement takes place during the graduate recruitment cycle, it is expected that students will include this aspect in their report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting & management, narrative, presentation, poster 40%, placement report and technical report 20%, mid-placement assessment by industry supervisor 20%, end of placement assessment by the industry supervisor 20%

## STP351 – INTERNSHIP – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP361 – INTERNSHIP – ENGINEERING

*Offered at: (G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant Engineering organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an engineering professional, learn about the wide range of career outcomes available to engineering graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP371 – INTERNSHIP – SCIENCE

*Offered at: (B, G, W, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Campus contact: G Quinn (W)*

*Prerequisite: Must have completed at least 12 credit points of study*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant science organization. This unit assists in the development of employment-related professional skills in the fields of biological, biomedical, chemical or environmental science which is achieved through a placement in a relevant, course-related organisation. Students will be required to undertake a body of work giving them an opportunity to apply knowledge gained through units of study. Each student will be assigned an academic supervisor and an industry supervisor during the

placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

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## STP701 – INTERNSHIP – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant Information Technology organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%

## STP702 – INTERNSHIP – INFORMATION TECHNOLOGY

*Offered at: (B, G, X)*

*Credit point(s): 1*

*Offerings: Trimester 1, trimester 2, trimester 3*

*EFTSL value: 0.125*

*Unit chair: K Young*

*Prerequisite: Nil*

*Contact hours: Please refer to the Unit Guide for any details regarding contact hours*

*Note: Online teaching methods require internet access. Please refer to the most current computer specifications.*

#### CONTENT

This unit enables students to complete a 12 day minimum industry placement within a relevant Information Technology organization. Students will be required to undertake a body of work giving them an opportunity to experience first-hand the day-to-day work environment as an IT professional, learn about the wide range of career outcomes available to IT graduates and apply what you learnt in the classroom to an actual working environment. Each student will be assigned an academic supervisor and an industry supervisor during the placement period. The comprehensive assessment system includes maintaining a logbook and writing a report.

#### ASSESSMENT

Continuous performance management and placement portfolio including proof of pre-placement workshop attendance and portfolio submission containing logbook, goal setting and management, narrative, presentation, poster 40%, placement report and technical report 40%, end of placement assessment by the industry supervisor 20%